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ABSTRACT

This final report discusses the activities and outcomes of the Navajo Assistive Bank of Loanable Equipment (Navajo-ABLE), a federally funded program designed to provide assistive technology (AT) devices, services, technical information, funding information, and training for Navajo children and youth with disabilities. The program was operated and managed under the New Mexico Technology Assistance Program. Findings from the project indicated it achieved the following accomplishments: (1) provided services to 373 students over the life of the Navajo-ABLE grant, well exceeding the 225 students estimated in the original grant proposal; (2) approval by the Navajo Nation Trust Fund of $100,000 in funding for the Navajo Assistive Technology Resource Center for 2002-04 to expand on the current AT loan bank services provided by the Navajo-ABLE consortium; (3) establishment of an AT coordinator position at Navajo OSERS; (4) establishment of cooperative agreements with five Navajo Nation Agencies who are participants in an AT loan bank consortium; (5) establishment of a comprehensive device inventory database at the Navajo-ABLE consortium loan banks; and (6) the convening of Rez-TECH 2002, an AT conference put on by the Navajo-ABLE consortium in April 2002 with more than 200 participants. A Navajo-ABLE program replication manual is attached. (CR)

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Navajo-ABLE
Final Program Evaluation

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May 30, 2002

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NAVAJO-ABLE

2002 PROGRAM EVALUATION

EXECUTIVE SUMMARY

PROJECT BACKGROUND: The Navajo Assistive Bank of Loanable Equipment (Navajo-ABLE) is a project implemented on the Navajo Nation that provides assistive technology (AT) devices, services, technical information, funding information, and training for Navajo children and youth with disabilities.

The program was operated and managed under the New Mexico Technology Assistance Program, Alan Klaus Director, a program of New Mexico Division of Vocational Rehabilitation, State Department of Education. It was funded by the Office of Special Education and Rehabilitative Services (OSERS) CFDA #84.324R. Program Title: Special Education--Research and Innovation to Improve Services and Results for Children with Disabilities.

FINDINGS: The Navajo-ABLE program achieved its intended purpose and outcomes. Significant accomplishments include:

1) serving 373 students over the life of the Navajo-ABLE grant, well exceeding the 225 students estimated in the original grant proposal.

2) approval by the Navajo Nation Trust Fund of $100,000 in funding for the Navajo Assistive Technology Resource Center for 2002-2004. With this grant, the Navajo Assistive Technology Resource Center will expand on the current AT loan bank services provided by the Navajo-ABLE consortium and will serve as the coordinating unit for Navajo persons seeking assistance with assistive and adaptive technologies.

3) establishment of an AT Coordinator position at Navajo OSERS.

4) establishment of Cooperative Agreements with five Navajo Nation Agencies who are participating in an assistive technology Loan Bank Consortium: Window Rock Unified School District #8, Navajo Nation Coordinating Unit, St. Michael's Association for Special Education, Disability Services, Inc., and Project ASSIST. The organizations will continue to work together to provide AT device loans and services to students with disabilities on the Navajo Nation.

6) establishment of a comprehensive device inventory database at the Navajo-ABLE consortium loan banks.

7) convening of Rez-TECH 2002, an assistive technology conference put on by the Navajo-ABLE Consortium, which was held in April 2002 on the Navajo Nation with over 200 participants including persons with disabilities, their family members, as well as professionals working in the field.

The overall goals and objectives of Navajo-ABLE were met.

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SECTION 1. INTRODUCTION

The Navajo Assistive Bank of Loan Equipment (Navajo-ABLE) is an outreach effort of the New Mexico Technology Assistance Program (NMTAP) and operates under the service umbrella of New Mexico's Division of Vocational Rehabilitation (DVR). The purpose of the project is to provide assistive technology services and expertise to assist the Navajo Nation in meeting unique educational needs of Indian students with disabilities.

This evaluation is a requirement of the federal granting agency, Office of Special Education and Rehabilitation Services, U.S. Department of Education, under Grant Number H324R980079-99. The program evaluator for this outcome evaluation conducted the previous process evaluation for Navajo-ABLE in September of 2001.

SECTION 2. EVALUATION METHODOLOGY

While this is the final evaluation for the Navajo-ABLE program, and focuses on its outcomes as of mid-May 2002, it also looks at progress made on six process measures identified in the 2001 evaluation as the areas of the Navajo-ABLE program most crucial to the program's success. Program outcome measures have been taken directly out of the original 1998 Navajo-ABLE grant application.

An evaluation team made up of members of the Navajo-ABLE Loan Bank Consortium, along with the Program Evaluator, was established in November 2001 to oversee the completion of this outcome evaluation. At its first meeting, the evaluation team provided input as to the types of data needed from the loan banks in order to assess the impact of the Navajo-ABLE project on Navajo students with disabilities and made recommendations on the collection of consumer satisfaction data. The evaluation team met again in May 2002 to provide feedback on the project itself, to submit the consumer satisfaction surveys that they had collected, and to provide statistics and data from their area's loan bank.

The following outcome evaluation report is the result of telephone and personal interviews with Navajo-ABLE staff, Navajo-ABLE Consortium members, Navajo Nation classroom and special education teachers, school therapists, family members and school administrators to gain further insight into the impact that this program has had on Navajo students with disabilities. In addition, data was collected from the results of consumer satisfaction surveys with over 110 family members, teachers, therapists and other professional staff, including attendees at the Rez-Tech 2002 conference.

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Site visits were made to three of the five Consortium loan banks in Gallup, NM, Window Rock, AZ and Fort Defiance, AZ. The AT inventory was reviewed as were the inventory tracking databases. During the personal interviews at each site, information regarding implementation and coordination of the loan banks was received and discussed.

Statistics were compiled from Navajo-ABLE case files, from the Navajo-ABLE database as well as from the review and analysis of Navajo-ABLE reports, correspondence, program processes and procedures. Individualized Education Plans (IEP) were reviewed when available. Statistics regarding the AT inventory and usage at the Consortium Loan Banks were reviewed. Navajo-ABLE client statistics were compared from 1999 through 2002 to evaluate the growth of the program.

In order to assess the impact that Navajo-ABLE has had on educational and transitional outcomes for Navajo children with disabilities, we needed to rely on anecdotal data gathered from Consortium members, teachers, family members and therapists because there is no measurable empirical data available to assess the impact. Consumer satisfaction was assessed through surveys administered by Consortium team members and the program evaluator with Navajo-ABLE clients' families, teachers and school therapists. Additional consumer satisfaction information was collected from participants at Rez-Tech 2002, an AT conference put on by the Consortium in April 2002. Information regarding outreach efforts was gathered from Navajo-ABLE program files, and from a review of promotional materials, multimedia presentations and conference handouts. Minutes from the 2000-2001 Consortium meeting minutes and the contents of the Navajo-ABLE section on the NMTAP website were also reviewed.

SECTION 3. NAVAJO-ABLE BACKGROUND

The Navajo Assistive Bank of Loanable Equipment (Navajo-ABLE) is a project implemented on the Navajo Nation that provides assistive technology devices, services, technical information, funding information, and training for Navajo children and youth with disabilities.

Navajo-ABLE's mission is to help Navajo people enhance their quality of life through the use of assistive technologies. Services are available for Navajo individuals, family members, educators, therapists and others who live on the Navajo Nation as well as in the Alamo, Canoncito and Ramah Reservations. The project aim is to establish an effective minority outreach program providing assistive technology to children with disabilities which meets specific cultural needs.

A. Population Served

The target population for Navajo-ABLE are children with disabilities ages birth through 21 years living on the Navajo Nation lands in either New Mexico or Arizona, determined eligible for special education programs under IDEA, and who may benefit from AT in their academic settings. The target population is estimated to be more than 7,500 children with disabilities.

B. Location of Services

The Navajo-ABLE outreach has included Navajo Nation lands in Western New Mexico and Northern Arizona, as well as public schools throughout the state requesting assistance for Navajo children.

The main offices of Navajo-ABLE are located in Albuquerque, NM, 60 miles from the Navajo Nation. In October of 2001, Marilynn Freeland was hired as the AT Coordinator by the Navajo Nation and she works in Window Rock, NM at the Navajo OSERS office. In addition, there are representatives from each of the five loan bank sites who participate in the Navajo-ABLE project as part of the "Consortium" and who meet regularly to coordinate AT efforts among the different agencies and school districts on the Navajo Nation.

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Navajo-ABLE's goals and objectives were established in its initial federal grant application to OSERS written in 1998, and are reviewed every year in its annual program reports. The following is a review of those goals and objectives, along with an evaluation on the progress of each.

Please note: Upon implementation of Navajo-ABLE, it became clear that several equipment loan banks were already operational on the Navajo Nation and that Navajo-ABLE would not need to establish new loan banks, but instead would concentrate on increasing the coordination of services among these existing loan programs. In Gallup, New Mexico, the McKinley Opportunity and Resource Enterprise, Inc. (MORE) had a loan bank for babies and toddlers ages 0-3. (This program was renamed in 2002 to Disability Services, Inc. or DSI.) In Tuba City, Arizona, Project Assist for Independence had a large loan bank with many AT devices for adults with disabilities. Window Rock Unified School District had a substantial library with computer software, hardware, augmentative and alternative communication devices aimed at elementary, junior high and high school students.

Goal 1: IMPROVE THE FUNCTIONAL ABILITIES OF CHILDREN WITH DISABILITIES (AGES BIRTH TO 21 YEARS) IN THE NAVAJO NATION THROUGH THE APPROPRIATE AND EFFECTIVE APPLICATION OF ASSISTIVE TECHNOLOGY

Objective 1.1: Establish an ongoing fund for the Navajo Nation to pay for equipment needs of Navajo children with disabilities by the end of the first grant year.

Objective 1.2: Establish an operational assistive technology equipment loan program compatible with Early Childhood Development Plans for Navajo children ages birth to three years; project to serve a minimum of nine Navajo children annually.

Objective 1.3: Establish an operational assistive technology equipment loan program compatible with Individual Education Plans for children with disabilities ages three to twenty-one; project to serve a minimum of 50 children annually.

Objective 1.4: Establish an operational assistive technology equipment loan program for post-secondary Navajo youth with disabilities ages 18 to 21; project to serve a minimum of 16 individuals annually.

Objective 1.5: Develop a customized record keeping system for device inventory, funding identification, matching of services for individual assistive device reporting for Navajo children with disabilities. Reports will be made available in Navajo upon request.

Objective 1.1 was met in 2002 when the Navajo Nation Trust Fund approved $100,000 in funding for the Navajo Assistive Technology

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Resource Center for 2002-2004. With this grant, the Navajo Assistive Technology Resource Center will expand on the current AT loan bank services provided by the Navajo-ABLE consortium and will serve as the coordinating unit for Navajo persons seeking assistance with assistive and adaptive technologies in the eastern portion of the Navajo Nation. In September 2001, the Navajo-ABLE Project Director and a member of the Navajo-ABLE Consortium submitted this proposal to the Navajo Trust Fund on behalf of Disability Services, Inc. It is expected that additional proposals will be submitted to the Navajo Trust Fund for continuation funding when this grant expires in 2004.

Fewer children with disabilities ages 0-3 were served in **Objective 1.2** than originally projected. The original plan was to serve 9 children annually in this age group, instead only a total of 6 Navajo children with disabilities ages 0-3 were served from late 1999 through mid-May 2002. *(See chart below).* While numerous loans were made to Navajo students ages 0-3 through the MORE (now called DSI) loan bank, fewer than expected received services directly from Navajo-ABLE staff. According to the Navajo-ABLE Project Director, this could be due to the fact that very young children may be first considered as developmentally delayed rather than having a permanent disability and therefore, parents or early childhood specialists may not feel the child warrants AT considerations. Other reasons could be the lack of awareness and experience with AT on the part of early childhood service providers.

Objective 1.3 was met and exceeded as 336 Navajo students (more than double the 150 students projected) with disabilities ages 3-21 in elementary, middle and high schools were served by the project. *(See chart below)* In addition to numerous AT evaluations conducted by Navajo-ABLE staff, contractors and/or the interdisciplinary team, students either received loans from one of the five loan banks in the Consortium, used devices loaned to their teachers and used by many students within the classrooms, or else received training or other services from a therapist working in their classrooms on behalf of the Navajo-ABLE project.

With respect to **Objective 1.4**, 31 students were served in post-secondary institutions over the life of the grant, below the projected 16 students annually. *(See chart below)* Suggestions as to why Navajo-ABLE served fewer post-secondary students than expected are: 1) the limited exposure on the part of Vocational Rehabilitation Counselors and college counselors to the benefits of AT solutions and 2) the limited number of Navajo post-secondary students with disabilities eligible for Navajo-ABLE services.

Objective 1.5 was met in 2001 when a comprehensive device inventory database was modified from the Tuba City project and put into place at three other sites. A computer programmer under contract with Navajo-ABLE is currently upgrading the system so it will be universally compatible and ultimately available to consumers, agency personnel and schools in multiple formats.

GOAL 2: REPLICATE THE MODEL ABLE PROGRAM FOR NAVAJO CHILDREN WITH DISABILITIES FOR USE IN OTHER CULTURAL GROUPS AND IN REMOTE, RURAL LOCATIONS ACROSS THE COUNTRY

Objective 2.1: Develop public awareness information and materials about the program and about assistive technology for children with disabilities and disseminate quarterly to state, regional and national audiences through mailings, public service announcements and newsletters.

Objective 2.2: Disseminate products about the project, such as listings of training videos taped by participating consultants, through the NMTAP and the Navajo Internet web sites, presentations at state, regional and national meetings required by the grant, presentations at the National Council for Exceptional Children conference, and through publication of professional articles on project activities and outcomes - written by project consultants, staff groups and New Mexico Department of Education personnel.

While **Objective 2.1** is quite broad, it has been met in a number of different ways. The Navajo-ABLE project director has spent a great deal of her time developing and distributing printed materials on assistive technology and on Navajo-ABLE. Among the materials developed were: a Navajo-ABLE Fact Sheet, color brochures, a series of handouts and informational articles on AT, quarterly newsletter articles in the NMTAP"s "AT Life Reporter" which is distributed to over 3,000 readers and a Navajo-ABLE section within the NMTAP website.

A multi-state conference aimed at increasing public awareness of AT for Navajo children with disabilities was held in Window Rock, AZ in April 2002. Over 200 people attended "Rez-Tech 2002", and came from all of the four corner states to learn more about assistive technology. Many publications, facts sheets, training materials and other information was distributed at this event.

In addition, a "Family Guide to Assistive Technology for Native Americans" - an extensive resource handbook addressing issues, case examples, frequently asked questions, local resources, and agency information, was recently completed for widespread distribution to over 300 parents, teachers, students, agencies and support networks.

With respect to **Objective 2.2** a complete assistive technology video library (40 tapes) was established to support staff training and presentations. These are available upon request to eligible service providers. Presentations and trainings at statewide, regional and national conferences included: a series of two-day intensive Summer Institutes on Navajo lands to enhance understanding and awareness of assistive technology and augmentative communication, and presentations at five conferences and events that addressed the needs of Indians with disabilities.

Navajo-ABLE staff has also conducted or coordinated large group, small group and individualized training on the appropriate use and integration of assistive technologies in both regular and special education settings. See page 15 for a listing of schools served under the Navajo-ABLE project.

SECTION 5. EVALUATING NAVAJO-ABLE'S PROCESS MEASURES

This portion of the evaluation report examines the progress made towards the recommendations for improving the six "Critical Features" (or process measures) selected in the 2001 process evaluation.

- ➢ *What is the progress of Navajo-ABLE in establishing assistive technology loan banks on the Navajo Nation?*
- ➢ *Has Navajo-ABLE identified local funding sources to defray the costs of assistive technology on the Navajo Nation? How much has been spent from this source on AT?*
- ➢ *How has Navajo-ABLE improved educational or transitional outcomes for students with disabilities on the Navajo Nation?*
- ➢ *What is the progress of Navajo-ABLE in increasing public awareness of assistive technology and the AT loan banks on the Navajo Nation?*
- ➢ *How has Navajo-ABLE improved interagency coordination among the State of New Mexico and other agencies on the Navajo Nation?*
- ➢ *What is the status of the replication efforts of the Navajo-ABLE model project?*

A. What is the Progress of Navajo-ABLE in Establishing Assistive Technology Loan Banks on the Navajo Nation?

Background: Navajo-ABLE had an original objective of establishing working assistive and educational device loan programs within the Navajo Nation and to develop a customized record keeping software for the loan programs. This objective was intended to help the project reach its goal of improving the functional abilities of children with disabilities through the appropriate and effective application of assistive technology.

Upon implementation of Navajo-ABLE, it became clear that several equipment loan banks were already operational on the Navajo Nation and that Navajo-ABLE would not need to *establish* new loan banks, but instead would concentrate on *increasing the coordination of services* among these existing loan programs.

Conclusions:

1) **There are five sites across the Navajo Nation with currently operating AT device loan banks** (Window Rock Unified School District #8, Navajo Nation Coordinating Unit, St. Michael's Association for Special Education - SMASE, Disability Services, Inc. - DSI, and Project ASSIST) **who now participate in the Loan Bank Consortium.** Cooperative Agreements have been signed by these agencies. These agreements verify

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the responsibilities of the parties and how the different loan banks will work in conjunction with each other.

Navajo-ABLE has facilitated AT equipment procurement, and assisted in development of policies and procedures for accessing equipment for use by students in Arizona and New Mexico. Navajo OSERS recently acquired $16,646 worth of new AT equipment for the Consortium loan banks. See table below for the numbers of loans made and types of equipment contained in each loan bank over the past school year.

Navajo-ABLE Consortium Loan Bank Data
September 2001 – May 2002

Loan Bank Site	# of Devices in Inventory	# of Loans Made	Ages of People Served	Disability Populations Served
DSI	380	143 (from 1/1/02 to 5/30/02)	0-3	Visually Impaired Motor Impaired Speech/Language Impaired Hearing Impaired Sensory Impaired Mental Retardation
Navajo Nation Coordinating Unit	115	1	5-21	Learning Disabled Mentally Disabled Physically Impaired Speech/Language Impaired
Project Assist	1,699	1,456 (from 1/1/01 to 4/30/02)	6-56+	Cognitive Hearing Impaired Behavioral Disability Physically Impaired Speech/Language Impaired Visually Impaired
SMASE	950	950	4-30	Mental Retardation
WRUSD	938	400 (est.)	4-18	Autistic Learning Disabled Mentally Disabled Physically Impaired Speech/Language Impaired Traumatic Brain Injuries

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2) Last year, the Project Director of Navajo-ABLE developed **customized database tracking systems of devices for the Consortium loan sites**, and training to individuals responsible for records management at some sites. Currently, these inventory databases are in the process of being upgraded by a computer programmer so the data will be accessible in a uniform format to each of the loan banks. Additionally, the database was expanded to include over 350 cataloged digital photographs of each item present in the inventory. A searchable database of AT equipment is in place and is presently operating with manual supports.

Although the AT devices at DSI have been entered into the existing inventory tracking system, staff members are still operating under a manual system. SMASE is the newest member of the Consortium and will be receiving assistance from the Coordinating Unit to establish its computerized loan inventory and tracking system.

3) A major improvement seen since the last process evaluation has been the **improved coordination and communication overall among Consortium members.** Meetings have been held on a more frequent and regular basis and the Consortium members worked together to put on a very successful AT conference in April 2002 which attracted over 200 people to the Navajo Nation for trainings, workshops and demonstrations on AT devices available to students with disabilities.

Issues: It is expected that the mechanisms for borrowing, shipping and tracking equipment among the different loan banks and the borrowers will be improved in the latest version of the tracking software currently being upgraded. The policies for these mechanisms have been developed, revised, and distributed so that all participants may share inventory as necessary.

It is also hoped that a mechanism for gathering records on students served (including age, disability type, description of services, outcome, date of service, etc.) be implemented by Loan Bank Consortium members for documentation and reporting purposes.

B. Has Navajo-ABLE identified local funding sources to defray the costs of assistive technology on the Navajo Nation? How much has been spent from this source on AT?

Background: Another objective of the project was to establish a self-sustaining loan bank system that would continue after the Navajo-ABLE grant expired. Establishing the Navajo-ABLE program as an independently run program administered by the Navajo Nation was dependent upon the creation of a locally-based on-going fund to pay for the equipment needs of Navajo children with disabilities.

Conclusions:

1) **In 2002, the Navajo Nation Trust Fund approved $100,000 in funding for the Navajo Assistive Technology Resource Center for**

2002-2003. With this grant, the Navajo Assistive Technology Resource Center will expand on the current AT loan bank services provided by the Navajo-ABLE consortium and will serve as the coordinating unit for Navajo persons seeking assistance with assistive and adaptive technologies. In September 2001, the Navajo-ABLE Project Director and a member of the Navajo-ABLE Consortium submitted this proposal to the Navajo Trust Fund on behalf of the McKinley Opportunity and Resource Enterprises, Inc. (MORE).

2) **The Navajo Nation Trust Fund contributed $100,000 to Project Assist for the purchase of assistive technology devices and services**. This facility located in Tuba City, AZ provides services to individuals in the western region of the reservation. The Arizona Tech Act program (AzTAP) also contributed $50,000 in 2001 to Project Assist to support the purchase of AT devices & services.

3) The **Navajo Nation Trust Fund also purchased $15,000 for new physical and occupational therapy loan equipment for the MORE** facility (now called DSI) in Gallup, NM in 2000.

4) It is expected that **additional proposals will be submitted to the Navajo Trust Fund for continuation funding** when the Navajo Assistive Technology Resource Center grant expires in 2004. The Navajo Nation Trust Fund allocates approximately 60% of its spending each year to Independent Living Services, including money for AT evaluations, services, and devices. In addition, another 40% or so are provided on an RFP basis, with priorities based on needs as presented by the community.

5) An integral part of ensuring that this project would continue was the **establishment of a full-time AT Coordinator position** at Navajo OSERS. Navajo OSERS was successful in negotiating a half-time position, which will enable the Coordinator to work also with Vocational Rehabilitation. This is considered a real plus because of the potential impact on VR client services. The position was filled in October 2001 and ensures coordination of AT services on the Navajo Reservation in the future.

C. How has Navajo-ABLE improved educational or transitional outcomes for students with disabilities on the Navajo Nation?

Background: Navajo-ABLE had an original goal of improving the functional abilities of 75 Navajo children with disabilities annually through the appropriate and effective application of AT. (Specifically: 9 children ages birth to 3 years, 50 children ages 3-21, and 16 post-secondary youth.) The program goal over the 3 years of the grant was to serve 225 Navajo students with disabilities. This number includes both those served by AT evaluations, and those receiving equipment loans from loan banks.

Anecdotal data only was used to gauge this outcome, because no empirical data is available to assess the impact that Navajo-ABLE had on improving student outcomes. Instead interviews with parents, teachers, and therapists gave insight into how Navajo-ABLE improved educational and transitional outcomes. *See Section 4 – Questionnaire results for this data.*

Conclusions:

1) **A total of 373 students have been served** so far over the life of the Navajo-ABLE grant, well exceeding the 225 students estimated in the original grant proposal. The students considered "served" by Navajo-ABLE were those who 1) received formal AT evaluations by Navajo-ABLE staff or contractors, 2) received classroom consults as a result of therapists and AT experts making site visits to their class, or 3) were the beneficiaries of general program and curriculum recommendations made by Navajo-ABLE staff or contractors to their teachers. Frequently, the entire classroom of special education students would benefit from the use of AT when teachers would integrate the AT device or service with more than just the targeted student.

Students Served by Navajo-ABLE
October 1999 – April 2002

Ages	Number of Students Served by Navajo-ABLE
Ages 0 - 3 years	6 students
Ages 3 -18 years	336 students
Ages 18 -21 years	31 students
TOTAL	373 students served

2) Navajo-ABLE assisted with **over 80 AT evaluations for students in remote communities of New Mexico and Arizona.** *(See page 15 for names of schools and sites where evaluations took place.)* Working with ancillary staff such as physical and occupational therapists, speech-language pathologists and AT Specialists, Navajo-ABLE has helped teachers and support staff to implement adaptations, accommodations and modifications within the classrooms. Case files on these students are available in the Navajo-ABLE Albuquerque office. *See the chart on the following page for the types of AT equipment recommended as a result of the Navajo-ABLE AT evaluations during the grant.*

3) During visits to self-contained classrooms to provide the formal AT evaluations, **the team also provided informal assistance with AT to 75-100 students** during the past three years.

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4) **Navajo-ABLE established an interdisciplinary team of evaluation specialists that works collaboratively** to identify assistive technology options and solutions for Navajo students in New Mexico and Arizona. There are presently three (3) active Professional Service contracts (PT & SLP & AT Specialist) to continue to provide AT evaluations, site visits, and AT support for Navajo students, families, and school personnel.

Types of Assistive Devices Recommended by Navajo-ABLE During AT Evaluations
October 1999 – April 2002

Type of AT	*Percentage*
Aids for Daily Living (ADL)	3%
Hearing Aids	9%
Communication Devices	20%
Computer Access	9.5%
Computer Hardware & Peripherals	5%
Computer Software	7.5%
Environmental Controls	6%
Mobility Devices	12%
Seating & Positioning Aids	25%
Switches	2%
TOTAL	100%

Issues: Two of the major barriers meeting the needs of the populations served by the project have been the remoteness of the homes and schools on the reservation as well as the great distance between the main office in Santa Fe and Navajo Nation itself. In 2000, Navajo-ABLE purchased an 18 foot travel trailer so that project staff could coordinate more on-site visits and provide technical assistance for extended periods of time. Navajo-ABLE is now serving more remote communities and is offering a much broader range of services, including participation in school-based team meetings, advocacy for students transitioning to independent living settings, and transport of equipment to individual clients.

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Schools & School Districts Served by Navajo-ABLE
October 1999 – April 2002

Alamo Navajo Early Childhood Program
Albuquerque Public Schools
Arizona Center for The Blind & Visually Impaired
Arizona State School for the Deaf
Aztec Municipal Schools
Bethphage Residential Facility
Bloomfield Schools
Borrego Pass School
Chinle Elementary School
Chinle Junior High
Chinle Kindergarten Center
Chinle Primary School
Chinle Valley School
Ch'ooshgai Community School
Cottonwood Day School
Crownpoint Community School
Dine' College
Dzilth Na O Dithle School
Esperanza Special Preschool
Fort Wingate School
Fruitland Schools
Gallup Public Schools
Grace B. Wilson School
Holbrook Schools
Inscription House
Kayenta Intermediate School
Kirtland Schools
Lybrook Elementary
McCoy Elementary
Mesa Verde Elementary
Nataanzi Nez Elementary
New Mexico School for the Deaf
Nizhoni Elementary
Navajo Elementary School
Navajo Preparatory School
Navajo Preschool
NM Medically Fragile Program
NM School for the Visually Handicapped
Park Elementary
Ramah Elementary School
Rio Vista Middle School
Rough Rock Community School
Shiprock Alternative Schools
Shiprock Elementary
Shiprock High School
Shonto Prep School
Sky City Community School
St. Michael's School
Southwest Indian Polytechnic Institute (SIPI)
Thoreau High School
Tohatchi School
Tohajilee School
Torreon Day School
Tsaile Public School
Tse'ii'ahi Community School
Tuba City Unified School District
Window Rock Elementary
Window Rock Unified School District
Ya-Tah-Hey School

D. What is the Progress of Navajo-ABLE in Increasing Public Awareness of the AT and the Assistive Technology Loan Bank on the Navajo Nation?

Background: One of the objectives of Navajo-ABLE has been to disseminate information about the project specifically, and AT in general. This included training videos, brochures, websites, local, statewide and national presentations, and through publications such as brochures, newsletters and mailings

Conclusions:

1) **Rez-TECH 2002, an assistive technology conference, was held in April 2002 on the Navajo Nation.** Over 200 participants including persons with disabilities, their family members, as well as professionals working in the field attended Rez-Tech 2002, a conference put on by the Navajo-ABLE Consortium. The conference was the brainchild of, and came together only through the hard work of representatives from the Consortium loan banks including: Kevin Reeves and Melissa Yoakam, therapists from the Window Rock Unified School District, Paula Seanez and Marilynn Freeland from the Navajo Office of Special Education and Rehabilitative Service (OSERS) in Window Rock, Pauline Boisselle from the St. Michael's Association for Special Education (SMASE), Pam Bell of Disability Services, Inc. (DSI) in Gallup, Beth Pifer of Project ASSIST in Tuba City and Kathy McWhorter of Navajo-ABLE.

With nationally known keynote speaker, Caroline Musselwhite, Ph.D., concurrent sessions in AT applications, two hands-on computer labs, vendor displays, and AT demonstrations, the conference brought to the Navajo Nation a real taste of the possibilities in AT for students with disabilities.

This conference was held, in part, because of the response to the input received through the 2002 Navajo-ABLE process evaluation asking for more trainings and information to be provided on the Navajo Nation.

2) **Radio and newspaper advertisements** announcing and promoting Rez-Tech 2002 were made across the Navajo Nation, raising awareness of AT issues in the community.

3) **Assistive technology print resources have been developed and disseminated to most school communities within the Navajo Nation.** Some of the materials developed and collected include: Navajo ABLE Fact Sheet, color brochures, information about the website, and various handouts and articles on AT.

4) **An extensive resource handbook - "Resource Guide to Assistive Technology for Navajo Families"** - addressing issues, case examples, frequently asked questions, local resources, and agency information, has been completed for widespread distribution to parents, teachers, students, agencies and support networks.

5) **Navajo-ABLE received national magazine coverage this spring** as Director Kathy McWhorter and the project were featured in the March 2002 edition of "ADVANCE for Directors in Rehabilitation" magazine. Entitled "Missed Chances," the article discusses the obstacles that Kathy and others have faced with bringing assistive technology to students on the Navajo Nation. Communication issues, the vast, rugged distances between homes on the reservation, and access to funding are just a few of the barriers reviewed in the article. The article ends with an appeal for more professionals to consider working with the Navajo to bring the same services other communities enjoy to the Navajo Nation.

6) In addition to the national exposure that the program received in "ADVANCE" magazine, **a full page report on Rez-Tech 2002 appeared in April in the "Navajo Times"**, complete with five photos. This regional coverage has done a great deal to heighten awareness of the project on the Navajo Nation. The Navajo Hopi paper in Tuba City, AZ also had a large article with photograph on Rez-Tech in its paper following the conference.

7) **Presentations and trainings at statewide, regional and national conferences included:** a series of two-day intensive Summer Institutes on Navajo lands to enhance understanding and awareness of assistive technology and augmentative communication, and presentations at five conferences and events that addressed the needs of Indians with disabilities.

Navajo-ABLE staff has also conducted large group, small group and individualized training on the appropriate use and integration of assistive technologies in both regular and special education settings.

E. How Has Navajo-ABLE Improved Interagency Coordination Between State of New Mexico and Navajo Nation Agencies?

Background: Navajo-ABLE was established as a way to increase and improve interagency coordination among the New Mexico Department of Education, the Division of Vocational Rehabilitation, the New Mexico Technology Assistance Program, Navajo OSERS, school sites and agencies.

Conclusions:

1) **Navajo-ABLE established a Joint Powers Agreement with the Navajo Nation Office of Special Education Services (OSERS)** to verify an agreement for the two parties to "work in partnership to implement a model Assistive Bank of Loan Equipment (ABLE) developed by the New Mexico Technology Assistance Program to provide assistive technology services for pre-school and school children and young adults with disabilities on the Navajo Nation." The JPA spells out the responsibilities of both parties and ensures implementation of the project as originally intended in the grant. This included funds in excess of $84,000 to

support personnel, travel, operational expenses, inventory and tracking equipment, and storage for AT.

2) In addition, **Cooperative Agreements are in place with the five Navajo Nation Agencies participating in the Loan Bank Consortium** (Window Rock Unified School District #8, Navajo Nation Coordinating Unit, St. Michael's Association for Special Education, DSI, and Project ASSIST), and by the NMTAP Loan Bank. These agreements verify the responsibilities of the parties and how the different loan banks will work in conjunction with each other.

F. What is the Status of the Replication Efforts of the Navajo-ABLE Model Project?

Background: Navajo-ABLE was established as a Model Replication Program so that other regions could establish a similar assistive technology program. A Replication Manual and presentations on how to establish a similar program are two objectives of the Navajo-ABLE project

Conclusions:

1) **The Replication manual will be completed and distributed by June 2002.** The many systems and procedures of Navajo-ABLE have already been documented and gathered into a Replication Manual. Some of the materials documented include: a computer database inventory of equipment available through the Consortium loan banks, including photos, cost, and description of use, disk and hardcopy versions of loanable equipment, examples of JPAs, Cooperative Agreements, Loan Agreements, Contracts, Work Plans, AT Evaluations, and Training Materials among many other items. The database of contacts, resources, and AT vendors has expanded to include national service organizations, collaborative ventures, agencies, public and private schools, early childhood programs, and vocational rehabilitation programs. The Replication Manual will be printed and distributed by June 30, 2002.

2) **Copies of multimedia presentations developed by Navajo-ABLE outlining the intent, goals and objectives of the Navajo-ABLE Project are available.** Also available are copies of presentations at conferences and events targeting Native Americans, Vocational Rehabilitation Counselors, Early Childhood Experts, and participants in a University Occupational Therapists Program. This information is included in the Replication Manual.

3) **Documentation and materials from trainings conducted by Navajo-ABLE** for 1) OTs, PTs, and SLPs on applications of AT including AT skills and applications for Navajo children; 2) Navajo OSERS staff on exposure to loan program goals and strategies; 3) on-site consultations with schools serving Navajo children with visual impairments are also included in the Manual.

Navajo-ABLE Loan Bank Questionnaire

(from telephone, personal & self-administered interviews with parents, teachers, school administrators and school therapists)

Please put an "X" next to your response to each question below:

1. How would you rate the impact of the Navajo-ABLE project has had on Navajo students with disabilities who need assistive technology?

Excellent 50% Very Good 27% Good 12% Fair 0% Poor 0% DK 12%

2. In what ways has Navajo-ABLE impacted the lives of Navajo students with disabilities?

Making Special education teachers aware of AT, its benefits, its many forms and uses.

I've found teachers much more willing to experiment now with AT than they were before Navajo-ABLE.

Our students are so impoverished here in the reservation, so exposure to new and different learning materials has been instrumental in improving their educational experience.

By fulfilling the real mission of special education: to reach children with special needs in ways that enhance and improve their capacity for learning.

They had there AT needs determined and identified, which they wouldn't have otherwise if it weren't for Navajo-ABLE.

They now know that there are devices available for note-taking and for classroom work that can help them succeed as students.

It's an excellent resource for people who are in need of AT, but who don't have any idea where to start.

It's made a huge impact on people out here.

There's a huge difference in the basic awareness of AT compared with 5 years ago, especially among parents and with Early Intervention Specialists.

We use more AT now in early childhood, especially as we transition the children to elementary schools as its now written into the IEPs from the beginning.

The coordination of services among the loan banks has had the biggest impact on me, along with the increased awareness of the other sites. Before Navajo-ABLE, I didn't know that SMASE had a loan bank.

The biggest impact is how the Consortium members lean on each other's strengths – from early childhood to adult AT.

I think the Consortium loan banks and services complement each other.

AT used to be used only for certain segments of the kids' lives. Now it's used at home, in community and is more linked to cultural activites.

3. How would you rate the assistive technology inventory of the Consortium Loan Banks?

Excellent 36% Very Good 39% Good 7% Fair 0% Poor 0% DK 18%

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4. How would you rate the quality of care & services provided to the students with disabilities served by Navajo-ABLE (or Consortium Loan Banks)?

Excellent 35% Very Good 35% Good 15% Fair 5% Poor 0% DK 10%

5. How would you rate the training and training materials provided by Navajo-ABLE (or Consortium Loan Banks)?

Excellent 18% Very Good 29% Good 14% Fair 14% Poor 0% DK 25%

6. Has public awareness of AT on the Navajo Nation increased because of Navajo-ABLE?

Yes 96% No 4%

How?

I hear special education teachers now talking together and sharing information about AT with each other.

Yes, definitely among teachers, administrators and staff.

It's been really productive and very helpful to increase the awareness among people here.

I think there's been a little bit more openness to AT among the older teachers.

There's more awareness now, especially among special ed teachers who used to be really afraid of AT.

Now teachers are aware that there it's not just high-tech equipment.

More training of teachers will help a lot to keep awareness up.

Teachers are willing to talk about AT now at IEPs and are willing to try AT.

Yes, incredibly.

Rez-Tech reached a lot of people for public awareness and opened their eyes to the wide variety of AT types. People on the Rez have learned that something as simple as a pencil grip can be considered AT.

At our school district, part of the orientation next school year is going to include AT: for teachers, administrators, etc. .

7. How has Navajo-ABLE improved educational or transitional outcomes for students with disabilities?

Students are more independent.

Students can now keep up with their classmates because they can communicate with AT.

They can do their schoolwork along with their peers.

They can more actively participate in family life. They can go places with their families that they couldn't go before.

Transitioning kids are wanting to try living on their own; to explore doing what they want to do, not what their parents want them to do,

Their daily living skills are enhanced and they're able to do so much more.

Other comments

Kathy is so responsive and so down-to-earth.

She communicates well with parents, speaks at their level, makes them feel comfortable and is respectful.

In a word, they've been wonderful.

The program was desperately needed out here.

Kathy was very helpful. She did a great job being accessible to staff. Always very prompt in responding.

I would like to receive something that tells me where I should go now for AT evaluations or for AT loans. Could Kathy send us something with contact names and numbers on it so we know where to go next year?

Thanks for this help. It was great!

It was helpful. Worked out really well for my students.

Only problem was the length of time it took to get the equipment here once it was identified. It was hard for the students to wait.

The evaluation was really clear, precise and helpful. It wasn't like they were on a fishing expedition like some people. They knew what they were talking about.

We need more trainings on how to use equipment.

Navajo-ABLE Consortium Conference Questionnaire Results

(from self-administered surveys by parents, teachers, school administrators, therapists and agency personnel attending Rez-Tech 2002)

Respondents were asked to rate the following questions on a scale of 5-1, with 5 being the highest score and 1 being the lowest. The average score of each question is listed below:

1. **Rate the overall quality of the conference content/topics. (4.37)**
2. **Rate the overall quality of conference presenters. (4.35)**
3. **Rate the overall quality of the conference facility. (3.98)**
4. **Did the conference increase your understanding of assistive technology? (4.25)**

Additional comments from open-ended survey questions are listed below:

5.A. Which sessions or portions were most beneficial? Why?

*Learning about new ideas for older students. I thought of various ways to adapt the info for mid-school students. Dr. Musselwhite.

*Dr. Musselwhite because it gave me a better understanding or how to work with older students. She demonstrated a lot of activities. Great presenter.

*Dr. Musselwhite's presentations because of pacing, organization, quality of examples, content, and expertise in research and practical use.

*Dr. Musselwhite's Inspiration and Engineering the Classroom for conversation. She is very practical, progmatic and dynamic orator!

*I like where Dr. Musselwhite shows how to make games without spending money. Overall, I enjoyed her lecture on Guided Reading.

*C. Musselwhite's morning sessions on Friday-very practical solutions that can be used by me, a therapist.

*AT info and variety. Vendors, how to get started.

*Sessions on AT for severe popluations.

*Assistive Technology, devices.

*Guided reading, new ideas.

*I love getting new ideas to use with "old or "recycled" materials. Great give-aways!

*The notebook, with the different organizing section.

*All seemed so good and beneficial for different reasons, in different ways.

*All, examples, hands-on, demos.

*All session were interesting because that was difficult to understand given was understandable.

*Engineering the Classroom, concept of being child, family-centered, practical ideas & strategies. AT in the Schools, varying approaches-better understanding of AT, AT resources in northern AZ and strategies.

*I really enjoyed the "AT in Schools" and "What is Math without AT?". I enjoyed these because of the materials/software introduced in order to enhance my curriculum or teaching style.

*The session, the hearing impaired, he made things interesting little jokes and made whole class laugh.

*I thought the sessions on the hearing, visual impairments were beneficial. Also Intelli Tools II because we have children like-wise.

*More Than A Good Idea- it gave more ideas on the IEPs.

*1st day, organization and memory strategies.

* I was very impressed with the quality of presenters. Thank you. For me the information on engineering the classroom was most helpful because it addresses the area where I most need support.

*Software, because I work through computer classroom.

*The binder for old students (organizatal), I worked with high school students.

*Visual Aid information.

5.C. What one change would most improve the conference?

*More hands-on experience, lab set-up type.

*Provide activities during session-not just pure lecture-needing off the screen.

*More background or the concurrent sessions, to know what more specifically the presenters would be discussing.

*The improvement would be that the information that was given before. Explained clearly.

*Working on computer with kids, to learn.

*More hands-on or having participants more involved.

*Hands on Activities, for example, when teaching Inspiration or other software, do it in a computer lab where participants can actually do activity.

*More break-out sessions.

*It will help if you increase the topics for 0-3 early intervention using AT. Also to have handouts of the topics discussed in an orderly manner.

*Musselwhite was awesome. Some presenters were much less prepared than others, that was somewhat frustrating to me as a listener.

5.D. Would you like to see a follow-up REZ TECH Conference in the year 2003? Where? Would you be willing to help sponsor?

*Yes, local area, limited travel from WR for direct care staff.

*Yes, to get more training.

*No.

*Yes. It doesn't matter where, WRHS was very convenient for me.

*Yes, in Chinle, would help, Heather Fyfe, OTR/L (928) 674-9111)

*Yes, more discuss connect, new knowledge to what they know before.

*This was a great conference. I think the turn out indicates the level of need and I would love to see a follow-up conference in 2003.

*Yes, I was great, it's closer to home.

*Yes. (14 responded the same)

*Yes in Page or Winslow.

*Yes, I would be willing to help.

*Sorry.

*Yes, definitely.

*Yes, in Window Rock/Chinle and willing to help.

*Maybe in Chinle.

*Yes, in Chinle and would help.

*Yeah, need to go over again, reviewing, it's really interesting.

*Same place.

*Yes, in Window Rock or Fort Defiance.

*Yes, in Gallup, Chinle or Crownpoint.

*Central reservation.

*Chinle.

*This place is too small and stuffy, at a bigger place.

*Yes, Window Rock or Flagstaff, No.

*Yes, I think it is so great that you put all of this together. What a wonderful service to the commmunity.

*Yes, ?, No.

*Definitely would like to see a follow-up conference next year.

*Yes, somewhere on the rez.

*Yes, definitely.

*Yes. Anywhere.

*It was good to have on the rez, we didn't have to travel out of state.

*Yes, same place.

*Tuba City.

*Not yearly, at least 3 times a year, til' we learn.

*No.

*Yes, maybe somewhere in central rez.

*Yes, anywhere, try me in 2004.

*Yes, I would like to see a follow-up Rez Tech.

*Yes, Shiprock.

*Yes, Dine College, Shiprock.

*Yes, how about Tuba City, Az.

*Yes, Here Again.

*Yes, Navajo rez, yes.

*Would like to attend.

APPENDIX A

Assistive Devices Purchased and Distributed by Navajo-ABLE to Consortium Loan Banks
May 2002

DISABILITY SERVICES, INC.

1	Kidsball PC	Serial		$50.00
2	9098	Mother's Third Arm with Switch	$36.95	$73.90
1	357	Musical Bead Chain with Switch		$76.95
1	459	Vibrating Light with Music		$74.95
1	540	Visually & Hearing Impaired Activity Center		108.95
1	1511	Cooper Car		$2,295.00
1	C2795T	Tray for Feeder Seat		$379.24
1	C4590U	Tumble forms Universal Corner Chair		$288.04
1	C4768C	ChildTumble Forms Jettmobile		$348.84
1	C2130	Pediatric Dressing Kit		$18.36
1	C4617A	Tugs Pediatric Prone Stander		$1356.00
			Total:	**$5,070.23**

WINDOW ROCK UNIFIED SCHOOL DISTRICT

1	Kidsball	PC Serial		$50.00
1	Kiddy Mouse	PC, Serial/PS2		$35.00
1	Renaissance Mouse			$70.00
1	Palm Mouse	PC, PS2		$42.00
2	Palm Mouse	PC, PS2	$41.00	$82.00
1	Cruise Cat	PC, Serial/PS2		$70.00
1	Reading Pen	SEK950		$279.95
1	TheraTrek 1000 for Gait Training, Functional Activity			$2, 651.85
3	Step-by-Step Communicator (Blue, Red, Black)			$389.97
			Total	**$3,670.77**

PROJECT ASSIST

	Snack Factory	111	$42.95	$85.90
2	Mini-Dome	72	$51.95	$107.90
1	Bump and Go Train	410	$28.95	$28.95
1	Communication Builder	7075B		$299.95
1	Twinkler	76		$92.95
1	Wham It!	411		$159.95
2	Pinch Switch	800	$27.95	$55.90
1	Spinning Wheel Switch	2044		$89.95
2	Mini Saucer Switch	718-S	$23.95	$47.90
1	TV Remote Module	5150		$62.95
5	BIGMack	1-BMBL3	$89.99	$449.95

2	Step-by-Step	1-ACSSPP	$129.99		$259.98
2	Book of Possibilities: ELEM	2-BPAC$27.99			$55.98
2	Book of Possibilities: SEC	2-BOPS$27.99			$55.98
2	Plan and Learn	200-PAL	$59.99	=	$119.98
2	Big Red Switch	1-BG	$42.99	=	$85.98
2	Pocket Radio	E8517	$35.33	=	$70.66
3	Gumdrop Switch	E36038	$20.88	=	$62.64
2	Rectangle Switch	E31422	$23.70	=	$47.40
1	Roller-Ball Switch	E31475			$110.82
1	Wobble Switch	E31441			$54.44
1	Lighted Plate Switch	E31431			$44.83
1	Creepster Crawler	E36886			$495.08
3	Recipes for Success	RSB-PK	$60.00		$180.00
1	Environmental Control	KIT-ECU			$585.00
2	Switchboard	SWBD	$125.00		$250.00
2	Pitureboard	PB-1	$69.00		$138.00
			Total:	**=**	**$4,099.02**

ST. MICHAEL'S ASSOCIATION FOR SPECIAL EDUCATION (SMASE)

1	Chat PC X098	$1,895.00
with	Carrying Case	$59.00
1	Steamroller Deluxe 150040	$349.00
1	Rustler Tricycle(adapted)R12	$685.00
with	Communication Tray	$92.00
1	Adjustable Abductor	$45.00
1	Trunk Support System	$155.00
1	Guide Bar	$29.00
1	Medium Rifton Chair w/Tilt & Spring Frame	$230.00
1	Arm Rests: Padded	$38.00
1	Adjustable Backrest	$120.00
1	Pads: Red	$76.00
1	Leg Positioners	$60.00
1	Contoured Headrest	$33.00
1	Trunk Support	$81.00
1	Anterior Support	$22.00
1	Foot Board	$54.00
1	Tray	$115.00
1	Mobility Base	$108.00
	Total:	**$4,246.00**

Navajo-ABLE
Program Replication Manual

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June 2002

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INTRODUCTION

The Navajo Assistive Bank of Loanable Equipment (Navajo-ABLE) was a project implemented from 1999 – 2002 on the Navajo Nation in New Mexico and Arizona to provide assistive technology (AT) devices, services, technical information, funding information, and training for Navajo children and youth with disabilities.

The program was operated and managed under the New Mexico Technology Assistance Program, a program of New Mexico Division of Vocational Rehabilitation, State Department of Education. It was funded by the Office of Special Education and Rehabilitative Services (OSERS) CFDA #84.324R under the program title: Special Education--Research and Innovation to Improve Services and Results for Children with Disabilities.

The purpose of this Program Replication Manual is to produce a document for use by other entities interested in start-up and development of an assistive technology (AT) loan bank on Native American lands. We gained a great deal of knowledge during the three years that Navajo-ABLE administered this program and wanted to share this information with others considering starting AT loan banks targeted specifically towards Native American students with disabilities. We would like to thank the Office of Special Education and Rehabilitative Services of the U.S. Department of Education for funding this program.

Since Navajo-ABLE was one of the first of its kind in the nation, it was originally set-up as a demonstration project that could be replicated by others. This manual offers the reader examples of the materials used in the development of Navajo-ABLE loan banks and guidelines on development of similar programs in other regions of the United States.

You will find in this Replication Manual a description of our experiences, along with documentation of our implementation plan, and examples of many of the documents used in setting up and administering the program.

Our intent is that this manual will not only give those who are interested in the subject a sense of what is needed and the tools necessary to develop their own programs, but might also provide the impetus for others who may not have considered AT loan banks for Native American students with disabilities to pursue programs of their own for this underserved student population.

For further information about the Navajo-ABLE project, please contact Kathy McWhorter at (800) 866-2253.

SUMMARY

In 1998, Navajo-ABLE was funded by the Office of Special Education and Rehabilitative Services (OSERS) to provide assistive technology (AT) devices, services, technical information, funding information, and training for Navajo children and youth with disabilities.

Significant accomplishments of the Navajo-ABLE program included:

1) serving 373 students over the life of the Navajo-ABLE grant, well exceeding the 225 students estimated in the original grant proposal.

2) approval by the Navajo Nation Trust Fund for $100,000 in funding for the Navajo Assistive Technology Resource Center for 2002-2004. With this grant, the Navajo Assistive Technology Resource Center will expand on the current AT loan bank services provided by the Navajo-ABLE consortium and will serve as the Eastern region coordinating unit for Navajo persons seeking assistance with assistive and adaptive technologies.

3) establishment of an AT Coordinator position at Navajo OSERS.

4) establishment of Cooperative Agreements with five Navajo Nation Agencies who are participating in an assistive technology Loan Bank Consortium: Window Rock Unified School District #8, Navajo Nation Coordinating Unit, St. Michael's Association for Special Education, Disability Services, Inc., and Project ASSIST. The organizations will continue to work together to provide AT device loans and services to students with disabilities on the Navajo Nation.

5) establishment of a comprehensive device inventory database at the Navajo-ABLE consortium loan banks.

6) convening of Rez-TECH 2002, an assistive technology conference put on by the Navajo-ABLE Consortium, which was held in April 2002 on the Navajo Nation with over 200 participants including persons with disabilities, their family members, as well as professionals working in the field.

Among the many worthwhile things that we learned during this program are:

1) It is vital that a program established within a Native American community be developed in a way that is both culturally appropriate and culturally sensitive;

2) All procedures and interactions with Tribal personnel should follow traditional protocol and be respectful of Tribal sovereignty and traditions;

3) Whenever possible, personnel should be sought from the Tribal communities to fill the positions of program staff, contractors, and translators; and

4) Permission should be requested before taking photographs of Native Americans, and if these photos are to be published, signed releases should be received.

A description of the challenges that impacted our project implementation efforts are discussed below:

1) Efforts to locate personnel who either possessed some level of knowledge of AT applications, or indicated a sincere desire to acquire new skills was difficult. There were many months in which the Navajo-ABLE Coordinator position was unfilled - placing increased responsibilities on Navajo OSERS personnel and on Navajo-ABLE project staff.

2) Procurement of devices was a tedious process within both systems - NMDVR and Navajo Nation. Limited personnel resources and multiple points of contact in the purchasing process delayed acquisition of some devices by as much as a year. Assistive technology is a rapidly changing field, presenting unfamiliar terminology, specifications, and vendors -- all of which slowed down the process of securing and distributing AT solutions.

3) The remote regions of the Navajo Nation presented additional obstacles which often prevented a smooth and seamless flow of services. Weather conditions sometime kept children from attending school for more than 2 weeks (buses were unable to traverse mud regions). Communication linkages were unreliable. Several different school systems operated independently of each other (BIA, public, preparatory, contract, charter and grant), and operated under different holiday and in-service schedules.

4) The process of securing authority for out-of-state travel precluded expedient response to requests from the field. It sometimes took 3 to 4 weeks to obtain signatures of authorization, making our response appear sluggish and unresponsive.

5) Email, internet, phone and fax communications on the Navajo Nation were unreliable, cumbersome and inconsistent during the project years. Assigned telephone numbers were changed, cables were unintentionally cut, and incompatibilities in electronic transfer of information all contributed to communication breakdowns, missed meetings, inaccurate and untimely dissemination of information, and delayed coordination activities.

6) Finally, distance from the project office to tribal headquarters presented challenges related to schedules and active participation on decision-making boards/councils/teams. This was been partially resolved through the establishment of a remote office that was 70 miles closer to Navajo lands.

IMPLEMENTATION OF THE NAVAJO-ABLE PROJECT

Since the Navajo-ABLE program began operations in 1998, it helped establish a Navajo Nation Assistive Technology Loan Bank Consortium with five Navajo Nation Agencies that will now work together to coordinate AT services to Navajo students with disabilities. Navajo-ABLE purchased additional assistive technology devices for these five loan banks, helped to establish an AT Coordinator position within Navajo OSERS, and also was successful in obtaining a $100,000 grant from the Navajo Nation Trust Fund for the Eastern Region Navajo Assistive Technology Resource Center for 2002-2004. This last accomplishment will ensure that funding will be available to purchase assistive technology devices for Navajo children with disabilities for at least the next two years.

MISSION

Navajo-ABLE's mission was to enable Navajo people to enhance their quality of life through the use of assistive technologies. Services were available for Navajo individuals, family members, educators, therapists and others who live on the Navajo Nation as well as in the Alamo, Canoncito and Ramah Reservations. The project aim was to establish an effective minority outreach program that provides assistive technology to children with disabilities and meets specific cultural needs.

The target population for Navajo-ABLE was children with disabilities ages birth through 21 years living on the Navajo Nation lands in either New Mexico or Arizona, determined eligible for special education programs under IDEA, and who might benefit from AT in their academic settings. The target population was estimated to be more than 7,500 children with disabilities.

NAVAJO-ABLE IMPLEMENTATION

Included in the extensive Appendix to this replication manual is documentation relating to all aspects of Navajo-ABLE project implementation. The documentation is broken down into four major areas and a review of each section will provide the reader with background information, and in some instances, samples of tools to use when replicating the Navajo-ABLE project. The following is an explanation of the documents included in each Appendix section and a description of how they were used during Navajo-ABLE project implementation.

APPENDIX A – OBTAINING FUNDING

Organizational Development (Pre-Funding Stage)

Navajo-ABLE Proposal Abstract – Taken directly from the original grant proposal written in 1998 and submitted to the Office of Special Education and Rehabilitative Services (OSERS), this abstract provides an overview of the project and its objectives.

Work Plan – This includes a step-by-step plan for implementing the project, and breaks down each project objective and goal into: tasks, time frames, personnel and expected outcomes.

Organizational Chart – Taken from the 1998 grant application, this chart gives an overview of the Navajo-ABLE job positions.

APPENDIX B – SETTING UP PROJECT PARAMETERS

Organizational Structure Documentation (Post-Funding)

Cooperative Agreement – This document was agreed to, and signed by, the five different member agencies of the Navajo-ABLE Consortium and describes the different responsibilities of each, and the terms of their association with the Consortium.

Consortium Guidelines – This document describes the purpose of the Consortium, its duties, membership, and other details guiding the group. It is similar to by-laws used by other organizations.

Joint Powers Agreement – This contractual agreement, signed by the Navajo Nation President and the Director of the Division of Vocational Rehabilitation (DVR), outlines the plan and attendant responsibilities for the two agencies implementing the Navajo-ABLE project.

Memorandum of Understanding – This agreement formally defines the working relationship between DVR and Navajo OSERS.

Roles and Responsibilities – Once staff was hired, the roles and responsibilities of each is described here in a summary from 1999.

Professional Services Contract- This document describes the scope of work for a contractor offering AT services.

Photograph Release Form- This form should be reviewed and signed by anyone whose photograph is being taken for use in any written or digital publication.

APPENDIX C – AT LOAN BANK SAMPLE DOCUMENTS

Samples of Documents Used for Loan Bank Operations

ABLE Internal Procedures – An example of the procedures used by the New Mexico Technology Assistance Program's loan bank.

Lending Library Rules and Policies – This was reviewed and signed by borrowers when checking out AT equipment from one of the Consortium Loan Banks.

Lending Library Tracking Form – A form used by a Consortium Loan Bank to track AT equipment checked out for trial use.

Borrower's Agreement – An agreement that was reviewed and signed by persons borrowing AT equipment from one of the Consortium Loan Banks.

Navajo-ABLE Database Form – A Filemaker Pro database form used by Consortium Loan Banks to track the AT devices in inventory.

APPENDIX D – REPORTING ON PROJECT ACTIVITIES

Publicity And Reports

Navajo-ABLE Annual Performance Report – This performance report was submitted to OSERS in October of 1999 and provides detailed descriptions of the project's activities during its first year of funding.

Navajo-ABLE Brochure – Developed for distribution to persons interested in learning more about the project.

NMTAP Newsletter – A quarterly publication of the New Mexico Technology Assistance Program that includes an article on Navajo-ABLE.

"Replicating a Model AT Device Loan Program" – A PowerPoint presentation that outlines the steps to replicating a loan bank program.

APPENDIX A

OBTAINING FUNDING

Navajo-ABLE Proposal Abstract

Taken directly from the original grant proposal written in 1998 and submitted to the Office of Special Education and Rehabilitative Services (OSERS), this abstract provides an overview of the project and its objectives.

ABLE (ASSISTIVE BANK OF LOAN EQUIPMENT)

REPLICATION PROGRAM FOR THE NAVAJO NATION

PART III

A. ABSTRACT

New Mexico Department of Education's Technology Assistance Program (NMTAP), proposes to implement the **ABLE (Assistive Bank of Loan Equipment) Replication Program for the Navajo Nation.** NMTAP requests $150,000 annually for three years from the **U.S. Department of Education's Special Education Grant Program, Absolute Priority 1 – Outreach Projects for Children with Disabilities (CFDA No. 84.324R)** to serve children with disabilities living on the Navajo Nation.

NMTAP plans to replicate with the Navajo Nation its proven model program **ABLE (Assistive Bank of Loan Equipment)** and other exemplary practices in providing assistive technology for children with disabilities. This program will start October 1, 1998 and will conclude September 30, 2001.

Project objectives include to: establish an ongoing fund for Navajo Nation to defray costs for assistive devices needed by Navajo children with disabilities; establish working assistive educational equipment loan program compatible with Individualized Family Service Plan (IFSP) for children ages birth to 3 years; establish a functional assistive technology equipment loan program compatible with Individual Education Plans for children ages 3 to 21 with disabilities in schools; develop assistive equipment loan program for Navajo youth with disabilities ages 18 through 21 years during their transition to post-secondary institutions; customize a software system tailored to Navajo needs to inventory devices, identify public funding sources, student record keeping and identify additional support services; and disseminate information about the project regionally and nationally. Program outcomes include: creation of ongoing effective assistive technology program for Navajo children of all ages with disabilities; and development of a model assistive technology program for children with disabilities adaptable for other minority cultures and remote environments.

Work Plan

This includes a step-by-step plan for implementing the project, and breaks down each project objective and goal into: tasks, time frames, personnel and expected outcomes.

WORK PLAN FOR ABLE REPLICATION PROGRAM FOR THE NAVAJO NATION

OBJECTIVE	TASK	TIME	PERSONNEL	OUTCOME
General Project Activity	1. Advertise, interview, hire Project Director	Month 1	NMDVR Deputry Director;NM Dept of Educ personnel	Qualified staff hired
	2. Develop contract with Navajo OSERS to hire Navajo ABLE AT	Months 1-2	Project Director NMTAP contract manager; Navajo personnel	
	3. Develop signed agreements with all consultants	Month 1 -2	Project Director NMTAP personnel Navajo personnel	All consultants in place
	4. Establish Evaluation Team	Months 1-2	Project Director NMTAP personnel Navajo personnel	Evaluation Team in place
	5. Establish Advisory Council for Navajo ABLE project	Months 1-2	Project Director Asst. Dir. Navajo	Project Advisory Council in place
	6. Establish Navajo ABLE policies & procedures manuals for schools	Months 1-2	Navajo ABLE AT NMTAP Director School Rep	Fiscal policies for grant in place
	7. Develop training programs for school personnel & parents on Navajo lands about assistive technology; train 1 or 2 school employees at each site	Months 3-6	Project Director Navajo ABLE AT Consultants	Training materials and programs available in Navajo and English; School personnel at each site trained in use and procedures for loaning assistive equipment
	8. Establish policies for loaning assistive equipment to Navajo children with disabilities for all three age categories	Months 3-6	Project Director Navajo ABLE AT Advisory Council NMTAP personnel	Loan policies in place
	9. Establish plan for maintaining assistive technology equipment at Navajo Nation	Months 3-6	Project Director Navajo ABLE AT Navajo personnel	Ongoing maintenance plan developed
GOAL I:				
Objective 1: To establish an ongoing fund for the Navajo Nation to pay for equipment needs of Navajo children with disabilities	1. Work with Navajo tribe to identify current sources of funds in Navajo Nation Trust Funds for Handicapped Services for assistive devices for children with disabilities	Months 1-3	Project Director Navajo ABLE AT NMTAP personnel Navajo Nation personnel	Identification of existing funds

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WORK PLAN FOR ABLE REPLICATION PROGRAM FOR THE NAVAJO NATION

OBJECTIVE	TASK	TIME	PERSONNEL	OUTCOME
	2. Identify additional public sources of funds Navajo Nation can approach on an individual case basis to help pay for assistive devices	Months 3 - 6	Project Director NMTAP personnel	Comprehensive funds established to help pay for assistive technology needs for Navajo children with disabilities
	3. Provide assistance to Navajo children with disabilities as needed throughout duration of project	Months 6 - ongoing	Project Director Navajo ABLE AT AT Consultants	Navajo children with disabilities provided funding assistance to pay for assistive technology devices
Objective 2: To establish working assistive equipment loan program compatible with Early Childhood Development Plans for children ages birth to 3 years at Navajo Nation	1, Inventory assistive toys and equipment available on Navajo Nation for children with disabilities ages birth to 3 years	Months 3-4	Project Director Navajo ABLE AT Navajo Nation personnel	Current inventory of equipment
	2. Identify list of equipment needed for children with disabilities ages birth to 3 years outside of existing inventory and order	Months 4-5	Project Director Navajo ABLE AT Navajo Nation personnel	Comprehensive inventory of equipment maintained at Navajo Nation for this age group
	3. Develop methodology to identify children with disabilities ages birth to 3 years on Navajo lands	Month 6	Project Director Navajo ABLE AT School personnel	Identification plan developed
	4. Identify children ages birth to 3 years to participates and begin working with children and parents	Month 6 - ongoing	Project Director Navajo ABLE AT Headstart personnel	9 children with disabilities served annually
	5. Identify parents willing to volunteer at school site; train and place parents	Month 6 - ongoing	Project Director Navajo ABLE AT School personnel Consultants	Maintain a cadre of parents as volunteers to assist with program in schools
	5. Evaluate placements of equipment	Ongoing	Program Evaluator Evaluation Team	Consumer Satisfaction Survey
Objective 3: To establish assistive technology loan program compatible with IEPs for children 3 to 21 years with disabilities in selected school sites on the Navajo Nation	1, Inventory assistive equipment available on Navajo nation for children with disabilities ages 3 to 21	Months 3-4	Project Director Navajo ABLE AT Navajo Nation personnel	Current inventory of equipment
	2. Identify list of equipment needed for children with disabilities ages 3 to 21 years outside of existing	Months 4-5	Project Director Navajo ABLE AT Navajo Nation	Comprehensive inventory of equipment maintained at Navajo Nation for this age group

WORK PLAN FOR ABLE REPLICATION PROGRAM FOR THE NAVAJO NATION

OBJECTIVE	TASK	TIME	PERSONNEL	OUTCOME
	inventory and order		personnel	
	3. Identify contacts at selected	Month 6	Project Director	3 schools involved in program annually
	school sites and provide training		Navajo ABLE AT	
	for school personnel; identify	Months 13, 25	Consultants	
	new schools years 2 and 3			
	4. Work with school contacts and	Month 6 -	Project Director	50 children with disabilities served
	identify children with disabilities	ongoing	Navajo ABLE AT	annually
	to participate in program; obtain		School personnel	
	parental permission			
	5. Evaluate placements of equipment	Ongoing	Program Evaluator	Consumer Satisfaction Survey
			Evaluation Team	
			School personnel	
			Navajo ABLE AT	
Objective 4: To develop	1, Inventory assistive equipment	Months 3-4	Project Director	Current inventory of equipment
assistive equipment loan	available on Navajo nation for		Navajo ABLE AT	
program for post-secondary	children with disabilities ages 18		Navajo Nation	
youth with disabilities ages	to 21		personnel	
18-21 years at Navajo Nation				
	2. Identify list of equipment needed	Months 4-5	Project Director	Comprehensive inventory of equipment
	for children with disabilities ages		Navajo ABLE AT	maintained at Navajo Nation for this
	18 to 21 years outside of existing		Navajo Nation	age group
	inventory and order		personnel	
	3. Identify contacts participating	Month 6	Project Director	2 post-secondary sites involved in
	post-secondary sites and provide		Navajo ABLE AT	program annually
	training		Consultants	
	4. Work with school contacts and	Month 6 -	Project Director	16 children with disabilities served
	identify children with disabilities	ongoing	Navajo ABLE AT	annually
	at sites to participate in program;		School personnel	
	obtain parental permission			
	5. Evaluate placements of equipment	Ongoing	Program Evaluator	Consumer Satisfaction Survey
			Evaluation Team	
			School personnel	
			Navajo ABLE AT	
Objective 5: To develop a	1. Provide FIESTAS to Navajo	Months 2-3	NMTAP personnel	
customized software	personnel for use with Navajo ABLE			
for equipment inventory and	program and train Navajo personnel			

WORK PLAN FOR ABLE REPLICATION PROGRAM FOR THE NAVAJO NATION

OBJECTIVE	TASK	TIME	PERSONNEL	OUTCOME
matching, funding support, identification of services for assistive devices for Navajo children with disabilities				
	2. Record information from funding source research, inventories of existing equipment for various age groups, information from participating schools & customer satisfaction surveys, & lists of new equipment ordered for project, into FIESTAS system	Month 3 - ongoing	All project staff Navajo personnel	
	3. Maintain system providing continuing input of information developed through Navajo ABLE	Ongoing	All project staff Navajo personnel	Development of customized software system for Navajo children of all ages with disabilities
GOAL 2:				
Objective 1: Develop public awareness information & materials about program & disseminate quarterly to state, regional and national audiences through mailings, PSA's and newsletters	1.Develop and maintain mailing list of professionals at Head Start programs, Arizona, Utah and New Mexico schools, Bureau of Indian Affairs schools, Navajo schools, parent support groups, Protection and Advocacy, other nonprofit providers for children and adults with disabilities	Months 2 - ongoing	Project Director Navajo personnel Advisory Council	Comprehensive mailing list of professionals developed for mailing public awareness information about project
	2.Develop quarterly AT Life Reporter and Navajo ABLE booklet listing all equipment and focusing on ABLE issues and distribute	Months 4 - ongoing	Project Director Navajo ABLE AT	Educators, professionals, consumers and parents informed about project activities
	3. Develop speakers program and present speeches about project to meetings of school superintendents, fiscal and budgeting personnel, other related school and nonprofit administrators in target states			Educators and other professionals and para-professionals informed about project
	4. Develop Radio Enhanced (paid) PSA's and distribute to 151 Public Radio Stations through National	Months 4 - ongoing	Project Director Navajo ABLE AT Navajo personnel	More consumers and parents, and educators and professionals informed about project

WORK PLAN FOR ABLE REPLICATION PROGRAM FOR THE NAVAJO NATION

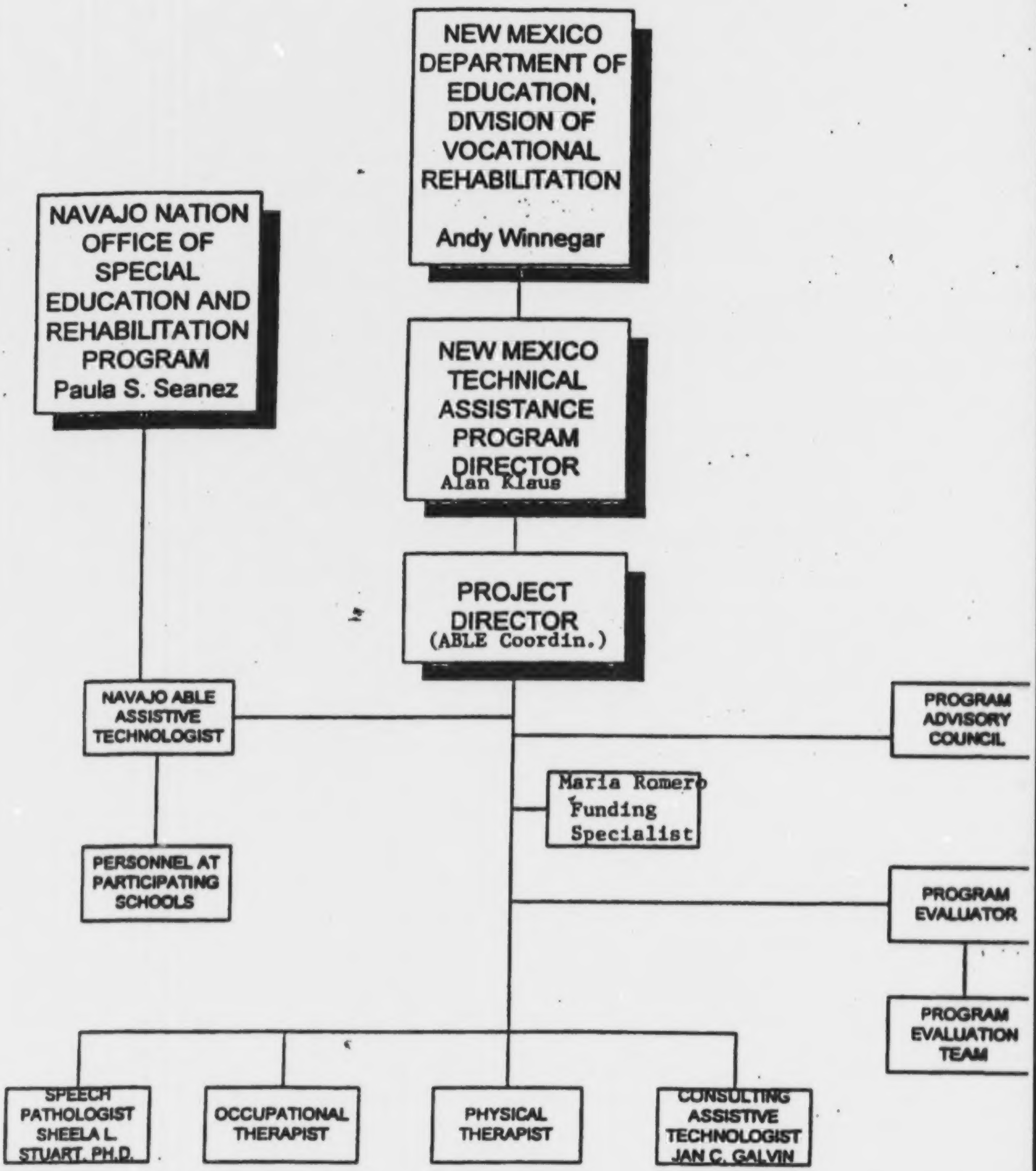
OBJECTIVE	TASK	TIME	PERSONNEL	OUTCOME
	Native News, Alaska Public Radio, and other stations serving Navajo		Consultants	
	5. Post Navajo ABLE referral phone number in community and school locations in targeted area	Months 2 - ongoing	Navajo ABLE AT	More consumers and parents, and educators and professionals informed about project
Objective 2: Disseminate products about project through NMTAP and Navajo Internet web sites, presentations at national and regional meetings and conferences, publications.	1. Develop replication manual and program evaluation document	Months 1 -12	Project Director Program Evaluator Consultants	Replication manual for distribution Program evaluation document for distribution
	2. Distribute manual and evaluation document	Months 12-36	Project Director Program Evaluator Consultants	State, regional and national organizations, minority groups, consumers and their families, educators and other rehabilitation professionals become informed about the ABLE Replication Program
	3. Add information about project to NMTAP and Navajo web sites	Month 3 - ongoing	Project Director Navajo personnel	Internet access for consumers, families, professionals, and others about ABLE Replication Program
	4. Develop presentations about project and deliver at state, regional and national meetings	Months 8 - ongoing	Project Director Consultants NMDVR Deputy Director Navajo personnel	Information about project delivered at professional meetings on an annual basis
	5. Develop professional articles on project activities and outcomes and submit for publication to professional journals	Months 12 - ongoing	Project Director Consultants Program Evaluator Navajo personnel	Distribution of project findings to professional audiences annually
	6. Video-tape trainings by consultants and distribute for use by Special Education Coordinators and Navajo personnel	Months 4 - ongoing	Project Director Consultants Navajo personnel	Collection of training tapes developed and distributed

Organizational Chart

Taken from the 1998 grant application, this chart gives an overview of the Navajo-ABLE job positions.

ORGANIZATIONAL CHART FOR ABLE REPLICATION PROGRAM FOR NAVAJO NATION

February 15, 1998


NEW MEXICO DEPARTMENT OF EDUCATION, DIVISION OF VOCATIONAL REHABILITATION
Andy Winnegar
NAVAJO NATION OFFICE OF SPECIAL EDUCATION AND REHABILITATION PROGRAM
Paula S. Seanez
NEW MEXICO TECHNICAL ASSISTANCE PROGRAM DIRECTOR
Alan Klaus
PROJECT DIRECTOR
(ABLE Coordin.)
NAVAJO ABLE ASSISTIVE TECHNOLOGIST
PROGRAM ADVISORY COUNCIL
Maria Romero
Funding Specialist
PERSONNEL AT PARTICIPATING SCHOOLS
PROGRAM EVALUATOR
PROGRAM EVALUATION TEAM
SPEECH PATHOLOGIST SHEELA L. STUART, PH.D.
OCCUPATIONAL THERAPIST
PHYSICAL THERAPIST
CONSULTING ASSISTIVE TECHNOLOGIST JAN C. GALVIN

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APPENDIX B

SETTING UP PROJECT PARAMETERS

Cooperative Agreement

This document was agreed to, and signed by, the five different member agencies of the Navajo-ABLE Consortium and describes the different responsibilities of each, and the terms of their association with the Consortium.

COOPERATIVE AGREEMENT - - DRAFT - - - 09/05/2000

NAVAJO NATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATION SERVICES
TECHNOLOGY ASSISTANCE PROGRAM
AND THE
WINDOW ROCK UNIFIED SCHOOL DISTRICT

This Agreement is entered into between the Navajo Nation Office of Special Education and Rehabilitation Services (OSERS) Technology Assistance Program, hereinafter referred to as **NNTAP**, under the U.S. Department of Education Individuals with Disabilities Education Act (P.L. 105-17), and the Window Rock Unified School District (WRUSD #8) hereinafter referred to as "Parties" who jointly agree as follows:

I. Purpose of Agreement:

The purpose of this Agreement is to effect coordination between the **NNTAP** and **WRUSD** under the Individuals with Disabilities Education Act of 1997 (P.L. 105-17) for provision of appropriate assistive technology devices and services. The devices shall be provided through the **NNTAP** Assistive Bank of Loan Equipment (ABLE) and can serve to evaluate the assistive technology needs of students with disabilities ages 3-21. The ultimate goal of ABLE is to increase, maintain or improve students with disabilities capabilities to achieve educational goals regarding free appropriate public education (FAPE) in a Local Education Agency least restrictive environment (LRE) as defined in the students' individualized educational programs (IEP) or Individualized Family Service Plans (IFSP).

In addition, devices provided through the **NNTAP** inventory will be available for use by students 14 to 21 years old with identified transition needs and services defined in the students' Individual Transition Plans (ITP) of their IEPs.

II. Target Group:

Individuals to be served under this agreement will be individuals with disabilities between the ages of 3 to 21 years, determined eligible for special education programs under the Educational Standards for Schools and the Individuals with Disabilities Education Act of 1997 (P. L. 105-17).

Individuals with disabilities, 14 to 21 years old, with identified transition needs and services in ITPs/IEPs are served through this agreement regarding **NNTAP** equipment.

III. Scope of Services:

A. Individuals with disabilities, 3 to 5 years old in preschool special education programs, will be served through this agreement by provision of temporary use of assistive technology devices for evaluation, try-out for IEP and/or Individualized Family Service Plan (IFSP) development, purchase consideration, and/or checkout for certain educational activities conducted at school or home.

B. Individuals with disabilities, 6 to 21 years old in primary and secondary school special education programs, will be served through this agreement by provision of temporary use of assistive technology devices for evaluation, try-out for IEP development, purchase consideration, and/or checkout for certain educational activities conducted at school, home and/or in transitioning settings. Individuals with disabilities, 14 to 21 years old, with identified and transition needs and services clearly documented in ITPs/IEPs, will be served through the **NNTAP**.

IV. Responsibilities:

A. The **NNTAP** agrees to:

1. Identify, make available and maintain assistive technology devices owned by **NNTAP** and other service providers and requested by the qualified ancillary personnel, such as therapists, teachers, and other parties to meet the individual educational needs of students with disabilities;

2. Provide a Project Coordinator to manage checkout, tracking, training and technical assistance services for qualified ancillary personnel, teachers, and other parties to meet the individual educational needs of students with disabilities and associated family members;

3. Provide information and referral services that are coordinated with the loan programs at the MORE facility in Gallup, the Independent Living Center in Tuba City, and the Window Rock Unified School District #8.

4. Provide payment for the shipment, and shipment insurance costs of assistive technology devices.

B. The **Window Rock Unified School District** agrees to:

1. Implement appropriate policies and procedures for the checkout, tracking, training and technical assistance associated with assistive technology devices by qualified personnel, such as therapists and teachers, to meet the individual educational needs of students with disabilities and associated family members, and other parties associated with the activities in school, for home, work and/or community transitioning;

2. Provide qualified staff person(s) trained in the use and checkout of appropriate assistive technology devices targeted for use by students, family members, teachers, qualified personnel, and other parties associated with **WRUSD** activities;

3. Enter into a separate loan agreement for each assistive technology device checked out through **NNTAP**;

4. Provide insurance coverage for the use of the assistive technology device for use in school, home and transitional work sites, as needed;

5. Assume responsibility for theft, vandalism, neglect, or loss;

6. Assume responsibility for returning the assistive technology device/s to the **NNTAP** office.

7. *Submit a written evaluation report of the utilization of the assistive technology device and its role in furthering the student's ITP/IEP and/or IFSP. This report will be submitted per each student who uses an NNTAP assistive technology device or device system.*

C. The **MORE Facility** in Gallup agrees to:

1. Assume a partnership role in the continued development of the Navajo Nation ABLE, with responsibility for sharing their inventory of assistive technology (AT) devices and equipment.

2. Establish and maintain a list of service providers including Occupational Therapists, Physical Therapists, Speech/Language Pathologists, and other professionals with assistive technology expertise who may assist in the implementation of technology solutions.

3. Enter into a separate loan agreement for each assistive technology device checked out through **NNTAP**;

4. Provide insurance coverage for the use of the assistive technology device for use in school, home and transitional work sites, as needed;

5. Assume responsibility for theft, vandalism, neglect, or loss;

6. Assume responsibility for returning the assistive technology device/s to the **NNTAP** office.

7. *Maintain documentation of the assistive technology device and its role in supporting the student's completion of his/her ITP/IEP and/or IFSP. This report will be submitted per each student who uses an NNTAP assistive technology device or device system.*

D. **Project Assist!** agrees to:

1. Assume a partnership role in the continued development of the Navajo Nation ABLE, with responsibility for sharing their inventory of assistive technology (AT) devices and equipment.

2. Establish and maintain a list of service providers including Occupational Therapists, Physical Therapists, Speech/Language Pathologists, and other professionals with assistive technology expertise who may assist in the implementation of technology solutions.

3. Enter into a separate loan agreement for each assistive technology device checked out through **NNTAP**;

4. Provide insurance coverage for the use of the assistive technology device for use in school, home and transitional work sites, as needed;

5. Assume responsibility for theft, vandalism, neglect, or loss;

6. Assume responsibility for returning the assistive technology device/s to the **NNTAP** office.

7. *Maintain documentation of the assistive technology device and its role in supporting the student's completion of his/her ITP/IEP and/or IFSP. This report will be submitted per each student who uses an NNTAP assistive technology device or device system.*

E. **Navajo-ABLE** agrees to:

1. Assume a partnership role in the continued development of the Navajo Nation ABLE through 2003, at which time all materials, resources, and equipment will be turned over to the Navajo Nation Technology Assistance Program.

2. Develop standardized equipment loan templates (using the North Carolina shell) that will enable each partner to share their inventory, check out equipment, track the loan history of devices, and generate usage reports as needed.

3. Assist in the identification of existing devices, equipment or support technologies that are presently available at school sites across the Navajo Nation.

4. Develop a list of service providers including Occupational Therapists, Physical Therapists, Speech/Language Pathologists, and other professionals with assistive technology expertise who may assist in the implementation of technology solutions.

5. Develop a database of equipment photographs or illustrations and integrate them in the device loan system as appropriate.

6. Assist in the coordination of services and training as requested by members of the Consortium partnership.

7. Develop and disseminate technical resources or articles that support the use of AT across the Navajo Nation.

V. Terms of Agreement:

This Agreement shall become effective on the date when signed by all parties and shall terminate on **September 30, 2003.**

VI. Termination:

Any party may terminate this Agreement by notifying the others in writing at least 60 days prior to the intended date of the termination. In the event that Federal or State laws are amended or judicially interpreted so as to render fulfillment of this agreement on the part of any of the parties impossible, **NNTAP** and the **Window Rock Unified School District** shall be discharged from further obligations under the terms of this Agreement.

VII. Confidentiality:

Confidentiality of information provided to or developed by **NNTAP** and **WRUSD** in the performance of this Agreement shall be maintained. Students and Parent or Guardian, where appropriate, shall sign a release of information for the review of records and other documents that would support the selection and use of **NNTAP** assistive technology devices. Any documents developed by the **WRUSD** regarding the use of **NNTAP** assistive technology devices shall be subject to inspection by the **NNTAP**. The **Window Rock Unified School District** shall maintain these documents for at least 3 years following termination of this agreement.

VIII. Compensation:

Through this Cooperative Agreement funds will not be payable to, nor transferred between, any of the parties.

IX. Records and Audit:

The **Window Rock Unified School District** shall maintain detailed records regarding the maintenance, use, and condition of the assistive technology device(s) loaned to the School through **NNTAP.** These records shall be subject to inspection by the **Navajo Nation OSERS**. The **Window Rock Unified School District** shall maintain these records for at least three (3) years following termination of this Agreement.

X. Product of Services: Copyright

All materials developed or acquired by the **WRUSD** under this Agreement regarding use of specific **NNTAP** assistive technology devices shall become the property of the **Navajo Nation OSERS** and shall be delivered to the **NNTAP** no later than the termination date of this Agreement. Nothing produced, in whole or in part, by the **Window Rock Unified School District** under this Agreement shall be the subject of an application of copyright by or on behalf of the Agreement.

XI. Amendments:

This Agreement shall not be altered, changed or amended except by instrument in writing executed by the parties hereto.

XII. Scope of Agreement:

This Agreement incorporates all agreements, convenants, and understandings between the parties hereto concerning the subject matter hereto and all such agreements, covenants and understandings that have been merged into this written Agreement. No prior agreements or understandings concerning the Scope of Service, verbal or otherwise, of parties or their agents shall be valid or enforceable unless embodied in this Agreement.

XIII. Applicable Law:

This Agreement shall be governed by the laws of the **Navajo Nation**.

XIV. Title, Maintenance and Disposition of Equipment:

A. Title to the assistive technology device(s) owned by **NNTAP** shall remain with the **NNTAP** throughout the term of this Agreement. The **Window Rock Unified School District** shall take reasonable care to secure the assistive technology device(s) from theft or loss. The **WRUSD** shall inventory the assistive technology device(s) on an ongoing basis, shall be liable to the **NNTAP** for the theft or loss of the assistive technology device, and shall provide an immediate accounting for all assistive technology devices found to be missing.

B. The **Window Rock Unified School District** shall maintain the assistive technology device(s) in good and safe condition. The **NNTAP** and **Window Rock Unified School District** agree that the use of the assistive technology device(s) for the purposes contemplated in this Agreement involves the possibility of damage to and/or destruction of the assistive technology device(s). The **Window Rock Unified School District** shall carry insurance to protect against liability for damage to and/or destruction of the assistive technology device. **WRUSD** shall inventory the assistive technology device(s) on an ongoing basis, and shall provide an immediate accounting for all assistive technology device(s) found to be damaged or destroyed.

The **Window Rock Unified School District** shall inspect the assistive technology device(s) prior to the provision to any individual or entity and shall assure that the assistive technology device(s) is in good and safe working order prior to the loan of the assistive technology device(s) to any individual or entity.

C. Upon the termination of this Agreement, the **WRUSD** shall deliver all assistive technology device(s) not previously returned to the **NNTAP**. If any assistive technology device(s) is found to be damaged to the point that it cannot be repaired for safe use, or has been destroyed, the affected assistive technology device(s) shall be immediately returned to the **NNTAP** for disposition by the **NNTAP**.

Under no circumstances shall the **Window Rock Unified School District** dispose of any of the assistive technology device(s) in a manner not provided for under this Agreement.

FOR THE LOCAL EDUCATION/COMMUNITY AGENCY:

RECOMMENDED BY:

______________________________	______________
PROGRAM DIRECTOR	DATE

APPROVED BY:

______________________________	______________
AGENCY HEAD	DATE

FOR NAVAJO NATION OSERS

RECOMMENDED BY:

______________________________	______________
Project Coordinator, NNTAP	DATE

APPROVED BY:

______________________________	______________
Superintendent - Window Rock Unified School District	DATE

Consortium Guidelines

This document describes the purpose of the Consortium, its duties, membership, and other details guiding the group. It is similar to by-laws used by other organizations.

Navajo-ABLE Consortium

Navajo Nation
Office of Special Education and Rehabilitation Services (OSERS)
Technology Assistance Program

I. Designation

The organization referred to in this document shall be known as the Navajo ABLE Consortium, hereinafter referred to as the "Consortium" for the Technology Assistance Program of the OSERS of the Navajo Nation.

II. Authorization

The Consortium is authorized by OSERS of the Navajo Nation and developed through a grant award from the U.S. Department of Education, Outreach Projects for Infants, Toddlers, and Children With Disabilities, 84.324R, under the authority of PL 105-17 Individuals With Disabilities Education Act (IDEA), Research and Innovation to Improve Services and Results For Children With Disabilities.

III. Purpose

The purpose of the Consortium is to establish working relationships and coordinated activities among service providers of educational and assistive technologies for children and youth of the Navajo Nation. The Consortium partners will work with Project Coordinator of the Technology Assistance Program of OSERS.

IV. Duties

Through planning, coordinating, monitoring, and evaluation activities, the Consortium shall encourage and support the development of a model program to meet the needs of Navajo children with disabilities from birth to age 21. Duties of the Consortium members may include, but are not limited to, the following:

- Meet on a regularly scheduled basis as determined by the Consortium but not less than once every three months.

- Provide, advise and assist in the implementation of the Navajo OSERS work plan including revisions to the plan and specifying or alerting priority tasks and outcomes.

- Provide input and have decision making authority by a majority vote of the Consortium membership regarding services provided by the model ABLE program.

- Provide input to various working committees to achieve the goals and objectives of the ABLE to assist children with disabilities to locate, secure, and maintain the assistive technology and services needed to achieve greater control and independence in their lives. This will include service and training coordination, funding, consumer oversight and quality assurance, public and private partnerships, public awareness and cooperative funding through IDEA and LEA responsibilities.

- Review the identified needs of children with disabilities and prioritize service delivery based on standardized criteria and procedures.

  Criteria for determining level of need:
  1) Determine immediacy of need and level of need based on impact of acquiring equipment on daily living and functioning, and
  2) Assess whether other funding is available to purchase equipment or contribute to the cost, and/or determine the willingness to purchase similar equipment, if there is a "good match."

V. Membership

All members of the Consortium are appointed and serve at the request of the Project Coordinator, Navajo OSERS and the Grant Administrator, the New Mexico Division of Vocational Rehabilitation.

The Consortium shall include representatives from assistive technology service providers who are serving Navajo children and youth with disabilities. The community service agencies shall provide the Project Coordinator with a letter from their agency indicating recognition of their membership on the Consortium and their authority to represent their agency in all matters of the Consortium.

Consumers of Assistive Technology = *Minimum of 2 Members*

Membership shall include representatives of parents of children with disabilities and representatives at large who are consumers of assistive technology.

Agencies /Organizations = 6 Members

Agency representation shall consist of one representative of each of the following agencies:

1) Window Rock Unified School District #8
2) M.O.R.E. Facility, Gallup
3) Project Assist!, Tuba City, AZ
4) NN OSERS (the Navajo Nation Assistive Technology Coordinator)
5) Navajo ABLE Project, New Mexico Technology Assistance Program (NMTAP), Division of Vocational Rehabilitation, New Mexico
6) AzTAP (the Arizona Technology Assistance Program) in Flagstaff, AZ

The right of a Consortium member to designate another individual as proxy shall be recognized, providing that written notification of such designation is received by the Project Coordinator prior to the start of the meeting at which the proxy will vote. An individual may carry only one (1) proxy vote.

If a Consortium member misses two (2) consecutive meetings without proxy representation, they will be notified that they may be removed from the council.

VI. Consortium Leadership

The Chairperson shall be the Project Coordinator of Navajo Nation OSERS, and shall serve as presiding officer at the Consortium and special committee meetings, and represent the Consortium on issues the Consortium has adopted. The Chairperson will have responsibility for coordinating with the DVR Grant Administrator in the fulfillment of project objectives.

VII. Council Meetings

A minimum of (4) Consortium meetings will be held annually at the call of the Chairperson in consultation with appropriate representatives of the Consortium. Notification of such meetings will be given at least ten days in advance. An agenda will be submitted to members for additions and comments. Special or emergency meetings may be called by the Consortium Chairperson.

VIII. Voting

For Consortium meetings, all Consortium members or their proxies who are present (including the Chairperson) shall be entitled to one (1) vote on all matters before the Consortium. All votes shall be recorded.

Voting to obtain the Consortium's recommendations to Navajo Nation OSERS may be accomplished by a simply majority vote of members or their proxies present at the meeting.

All matters voted on by the Consortium shall be recorded in the minutes of the meeting and may apply to matters of conducting business of the Consortium and decision-making relative to prioritizing assistive technology purchases or service delivery to individual consumers.

Effective: October 1, 2000

Joint Powers Agreement

This contractual agreement, signed by the Navajo Nation President and the Director of the Division of Vocational Rehabilitation (DVR), outlines the plan and attendant responsibilities for the two agencies implementing the Navajo-ABLE project.

JPA #

JOINT POWERS AGREEMENT
BETWEEN
STATE OF NEW MEXICO
AND THE NAVAJO NATION

This Agreement made and entered into by and between the State of New Mexico, Division of Vocational Rehabilitation, hereinafter referred to as the "Agency" acting through Terry Brigance, Director, hereinafter referred to as the "Director", and Navajo Office of Special Education and Rehabilitation Services hereinafter referred to as the "Navajo OSERS." are hereinafter referred to collectively as the "Parties", which Parties enter into this Agreement by the authority granted to them by the New Mexico Joint Powers Agreements Act, Section 11-1-1 et seq., NMSA 1978, 29 USC 721 (a) (20), Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC 794, and the Navajo Nation Code, and all regulations duly promulgated under such statutory provisions.

IT IS MUTUALLY AGREED BETWEEN THE PARTIES:

PURPOSE

The State of New Mexico has secured a grant award from the U.S. Department of Education to implement a Navajo Assistive Bank of Equipment (ABLE) on the Navajo Nation for the benefit of Navajos with disabilities. As a result of the grant award, the purpose of this Agreement is to set forth the working arrangements between the Agency and Navajo OSERS as to accomplishing the goals and objectives contained in the prime grant awarded to the State of New Mexico. The overall goal of the agreement of the prime grant is to implement a model Assistive Bank of Equipment (ABLE) developed by the New Mexico Assisive Technology Program on the Navajo Nation to provide assistive technology services for pre-school and school children and young adults with disabilities on the Navajo Nation.

SECTION ONE
SCOPE OF WORK

The Agency will provide the following:

A. Hire a Navajo ABLE Project Coordinator to have responsibility for coordination and implementation of all project activities to establish an ABLE program on the Navajo Nation.

B. The Project Coordinator will meet monthly with the Navajo ABLE Assistive Technologist, consultants, and other project staff to provide direction and ensure project activities are implemented according to plan.

C. The Project Coordinator will be responsible for the coordinating and scheduling all project staff activities to achieve successful program implementation.

D. Provide office space in Santa Fe, New Mexico for Project Coordinator.

E. The NMTAP will purchase assistive devices and equipment to start up the ABLE program for the Navajo Nation.

F. Provide funding for Navajo ABLE Assistive Technologist; rent of facilities and storage space for assistive devices and equipment.

The Navajo OSERS will:

A. Hire and supervise a full-time Navajo ABLE Assistive Technologist who will be an employee of the Navajo Nation;

B. Provide administrative support for this position.

C. Establish an assistive equipment loan program compatible with early childhood development plans for children ages birth to three (3) years.

D. Develop assistive equipment loan program for post-secondary youth with disabilities ages 18-21 years.

E. Establish an ongoing fund for the Navajo Nation to pay for equipment needs of Navajo children with disabilities.

F. Develop a customized software for equipment inventory and matching funding support, identification of services for assistive devices for Navajo children with disabilities.

G. Develop public awareness information and materials about the program and disseminate quarterly to state, regional and national audiences through mailings, PSA's and newsletters.

H. Disseminate products about the project through NMTAP via Navajo Internet web sites, presentations at national and regional meetings and conferences.

I. 225 Navajo children with disabilities will receive assistive technology devices or services during the three year grant.

SECTION TWO
ADMINISTERING AGENCY

The Agency shall be the administering agency under this Joint Powers Agreement. The administering agency of the Joint Powers Agreement is the Division of Vocational Rehabilitation of the New Mexico State Department of Education.

SECTION THREE
COMPENSATION

A. The Navajo OSERS shall submit quarterly invoices in the format attached as Attachment "A" and incorporated herein. The Agency will remit payment to Navajo OSERS within 20 working days upon receipt of an approved detailed invoice and quarterly report to be paid by the Agency.

The following budget will reflect October 1, 2001 to June 30, 2002.

PERSONNEL	
Salary for Navajo ABLE Assistive Technology Coordinator	$15,016.00
Salary Adjustment	$ 1,000.00
Fringe Benefits for Salary	$ 3,261.00
TRAVEL	
Travel for mileage, per diem and airfare cost for Personnel	$ 5,373.00
Per Diem	$ 4,700.00
Mileage	$ 173.00
Airfare	$ 500.00
OTHER EXPENSES	
Includes costs of supplies, postage, printing, lease/rental, Software/equipment purchases and other expenses incurred By the project.	
Office Supplies	$ 1,000.00
Postage/Shipping	$ 3,000.00
Printing/Binding	$ 2,000.00
Operating Supplies	$ 4,000.00
Software Purchases	$ 1,000.00
Repair Maintenance	$ 5,000.00
Consultant Fees/Presenter Fees	$ 3,000.00
Seminar/Registration	$ 900.00
Advertising/Promotion	$ 518.00
Conference Expenses	$ 1,000.00

CONTRACTUAL

To pay for Speech Pathologist, Occupational and Physical Therapist	$ - 0 –
Travel for Contractual Positions	$ - 0 –
Direct Costs (sum of above categories)	$46,068.00
Indirect Costs	$ 7,002.00
Grand Total	$53,070.00

B. The New Mexico Gross Receipts Tax levied on the amounts payable under this agreement to be paid.

______By Navajo OSERS

______By Agency to Navajo OSERS

______ By Agency to Taxation and Revenue and TS-22

_______Navajo OSERS is exempt from payment of Gross Receipts Tax

Total amount of compensation under this contract shall not exceed **$53,070**

SECTION FOUR
TERM

THIS AGREEMENT BECOMES EFFECTIVE ON THE DATE IT IS APPROVED BY THE DEPARTMENT OF FINANCE AND ADMINISTRATION. This Agreement is based on a prime grant awarded to the State of New Mexico from the U.S. Department of Education. The prime grant terminates on JUNE 30, 2002. This agreement shall terminate on June 30, 2002, unless earlier terminated pursuant to paragraph 4 of this agreement.

SECTION FIVE
TERMINATION

This Agreement may be terminated by either of the parties hereto for any reason whatsoever upon written notice delivered to the other party at least 10 days prior to the intended date of termination. By such termination, neither party may nullify obligations already incurred for performance or failure to perform prior to the date of termination. This provision is not exclusive and does not waive other legal rights and remedies afforded the State in such circumstances as Contractor's Default/Breach of Contract.

SECTION SIX
STATUS OF NAVAJO NATION

The agents and employee of the Navajo OSERS are not employees of the State of New Mexico and shall not accrue leave, retirement, insurance, bonding, use of state vehicles, or any other benefits afforded to employees of the State of New Mexico as a result of this Agreement.

SECTION SEVEN
ASSIGNMENT

The Navajo OSERS shall not assign or transfer any interest in this Agreement or assign any claims for money due or to become due under this Agreement without the prior written approval of the Agency.

SECTION EIGHT
SUBCONTRACTING

The Navajo OSERS shall not subcontract any portion of the services to be performed under this contract without written approval of the agency, other than those services stated in Section One: Scope of Work and Section Three Compensation.

SECTION NINE
RECORDS AND AUDITS

The Navajo OSERS shall maintain financial records, supporting documents, statistical records, and all other records pertinent to this agreement for a period of three years following the submission of the final request for payment. These records shall be subject to inspection by the Agency, the Department of Finance and Administration, and the State Auditor. The Agency shall have the right to audit billings both before and after payment. Payment under this Agreement shall not foreclose the right of the Agency to recover excessive and/or illegal payments. This contract is subject to a contract specific Financial Statement Audit in accordance with the United States General Accounting Office Government Auditing Standards, 1994 revision. A system audit in accordance OMB Circular A-133 can substitute for a contract specific audit where the Navajo OSERS qualifies under the A-133 guidelines.

SECTION TEN
APPROPRIATIONS

The terms of this Agreement are contingent upon sufficient appropriations and authorization being made by the U.S. Congress and the Legislature of New Mexico, and the Navajo Nation Council for the performance of this Agreement. If sufficient appropriations and authorizations are not made, this Agreement shall terminate upon written notice being given by the Agency to the Navajo OSERS or Navajo OSERS to the Agency. The Agency's decision as to whether sufficient appropriations are available shall be accepted by the Navajo OSERS and shall be final.

SECTION ELEVEN
RELEASE

The Navajo OSERS, upon final payment of the amount due under this agreement, releases the Agency, its Officers and employees, and the State of New Mexico from all liabilities, claims and obligations whatsoever arising from or under this agreement. Navajo OSERS agrees not to purport to bind the State of New Mexico to any obligation not assumed herein by the State of New Mexico, unless the Navajo OSERS has express written authority to do so, and then only within the strict limits of that authority.

SECTION TWELVE
CONFIDENTIALITY

The Agency and the Navajo OSERS will maintain such records as are required by State and Federal laws or regulations, and establish safeguards to permit the release or disclosure of any information obtained hereunder to its own employee and to limit its use to performance of this Agreement..

SECTION THIRTEEN
PRODUCT OF SERVICES— COPYRIGHT

All written materials developed or acquired by the Navajo OSERS under this agreement shall become the property of the State of New Mexico and shall be delivered to the Agency no later than the termination date of this agreement. Nothing produced, in whole or in part, by the Navajo OSERS under this agreement shall be subject of an application for copyright by or on behalf of Navajo OSERS.

SECTION FOURTEEN
CONFLICT OF INTEREST

The Navajo OSERS warrants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance of services required under this Agreement. The Navajo OSERS certifies that the requirements of the Government Conduct Act, Sections 10-16-1 et seq. NMSA 1978 (1994 Supp.) regarding contracting with a state employee, former state employee, or legislator, has been followed.

SECTION FIFTEEN
AMENDMENT

This Agreement shall not be altered, changed, or amended except by instrument in writing executed by the parties hereto.

SECTION SIXTEEN
SCOPE OF AGREEMENT

This Agreement incorporates all the agreements, covenants, and understandings between the parties hereto concerning the subject matter hereof, and all such covenants, agreements and understandings have been merged into this written Agreement. No prior agreements or understandings, verbal or otherwise, of the parties or their agents shall be valid or enforceable unless embodied in this Agreement.

SECTION SEVENTEEN
NOTICE

The Procurement Code, Sections 13-1-28 through 13-1-199, NMSA 1978, imposes civil and criminal penalties for its violation. In addition, the New Mexico criminal statutes impose penalties for illegal bribes, gratuities and kickbacks.

SECTION EIGHTEEN
EQUAL OPPORTUNITY COMPLIANCE

The Navajo OSERS agrees to abide by all Federal, State and Navajo Nation laws, rules, regulations, and executive orders of the Governor of the State of New Mexico, pertaining to equal employment opportunity. In accordance with all such provisions, Navajo OSERS assures that no person shall, on the grounds of race, color, national origin, gender, age or handicap, be excluded from employment with or participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity performed under this contract. If the Navajo Office of Special Education and Rehabilitation Services is found to be out of compliance these requirements during the term of the agreement, Navajo OSERS agrees to take appropriate steps to correct these deficiencies.

SECTION NINETEEN
APPLICABLE LAW

This Agreement shall be governed by the laws of the State of New Mexico and the Navajo Nation.

SECTION TWENTY
COMPLIANCE WITH FEDERAL GRANTS CONDITIONS

Navajo OSERS shall abide by all grants conditions set out in the Grant Award from the U.S. Department of Education/Special Education to the State of New Mexico.

SECTION TWENTY-ONE
DISPUTE RESOLUTION

All disputes and controversies of every kind and nature between the parties to this Agreement as to the existence, construction, validity, interpretation or meaning, performance, non-performance, enforcement, operation, breach, continuance, or termination of this Agreement shall be submitted to arbitration pursuant to the procedures set forth herein.

A. Either party may demand such arbitration in writing, which demands shall include the name of the arbitrator appointed by the party demanding arbitration, together with a statement of the matter of controversy.

B. Within 20 days after such demand, the other party shall name its arbitrator, or in default of such naming, such arbitrator shall be named by the American Arbitration Association, and the two arbitrators so selected shall name a third arbitrator so appointed, a third arbitrator shall be appointed by the Federal District Count for the District of New Mexico. In the even said Court fails to appoint a third arbitrator with 30 days of the request thereof, the appointment shall be made by the American Arbitration Association.

C. The arbitration costs and expenses of each party shall be borne by that party. All arbitrators' fees and other expenses shall be borne equally by both parties.

D. The arbitration hearing shall be held at such time and place as designated by the arbitrators on at least 20 days written notice of the parties.

E. An award rendered by a majority of the arbitrators appointed pursuant to this AGREEMENT shall be final and binding on all parties to the proceeding, and the parties hereto agree to be bound by such award.

F. As to any procedures regarding the conduct of the arbitration that are not specified either in this AGREEMENT or in another written agreement signed in advance of the hearing, the parties shall follow the Commercial Arbitration Rules of the American Arbitration.

G. The parties stipulate that the arbitration provisions of this agreement shall be a complete defense to any suite, action, or proceeding instituted in any federal, state, or tribal court or before any an administrative tribunal with respect to any controversy or dispute arising during the period of this agreement and which is arbitrable as set forth in the agreement.

H. The arbitration provision of this agreement shall, with respect to such controversy or dispute, survive the termination or expiration of the agreement.

I. Nothing continued in this agreement shall be deemed to give the arbitrators any authority, power, or right to alter, change, amend, modify, add to, or subtract from any of the provision of this agreement.

J. Failure by either party to arbitrate any dispute pursuant to the procedures set forth herein when a demand to do so has been made by the other party or failure by either party to comply with the arbitration award shall amount to materials breach of the agreement and shall entitle the party who demanded arbitration to cease performance of any obligation set forth in this agreement at the sole discretion of that party.

K. This Agreement is not subject to enforcement under the Uniform Arbitration Act, (NMSA 1978, Section 44-7-1 through 44-7-22), or Section 44-78-I et seq., NMSA 1978.

SECTION TWENTY-TWO
OTHER PROVISIONS

The Agency will not be liable for any actions, proceedings, claims, demands, costs, damages, attorney's fees, and other liabilities and expenses of any kind from any source which may arise out of this Agreement if caused by the tortious act of omission of the Navajo OSERS, its officers, employees, and/or contractors.

The Single-Point-of Contact for the purpose of the administration of this Agreement shall be the Agency's **NMTAP Director.**

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date of execution by the State Contract Officer, below.

THE NAVAJO NATION

By:______________________________ ________
Kelsey A. Begaye, President Date
The Navajo Nation

NEW MEXICO DIVISION OF VOCATIONAL REHABILITATION

______________________________ ________
Terry P. Brigance, DVR Director Date

This Agreement has been approved by:
DEPARTMENT OF FINANCE AND ADMINISTRATION

By:______________________________ ________
State Contract Officer Date

Memorandum of Understanding

This agreement formally defines the working relationship between DVR and Navajo OSERS.

Memorandum of Understanding
for a
Navajo Assistive Bank of Loanable Equipment (ABLE)

I. Parties

This Memorandum of Understanding (MOU) is entered into by and between the Navajo Nation, Office of Special Education and Rehabilitation Services, hereinafter referred to as "Navajo OSERS", the Window Rock Unified School District, hereinafter referred to as "WRUSD", Project ASSIST! to Independence, hereinafter referred to as "Project ASSIST," New Mexico Division of Vocational Rehabilitation, hereinafter referred to as "NMDVR", McKinley Opportunities and Resources Enterprises, hereinafter referred to as "MORE " and St. Michaels Association for Special Education, Inc., hereinafter referred to as "SMASE".

The parties to this MOU will be referred to in this document as the Navajo ABLE Consortium, hereinafter referred to as the "Consortium."

II. Purpose

The purpose of this MOU is to establish an Assistive Technology Consortium to develop the availability of assistive technology resources on/near the Navajo Nation. For purposes of this MOU, assistive technology is defined as "any item, piece of equipment, or product system that is used to increase, maintain, or improve functional capabilities of individuals with disabilities."

Assistive technology devices are used for major life activities and to enhance a person with a disability the ability to see, hear, communicate or maneuver. Assistive devices are often an integral part of a person with a disability's ability to work, communicate, or live independently at home, at school, and in the workplace.

The MOU is to work collaboratively as educational programs, schools and community programs to coordinate assistive technology services for children and adults of the Navajo Nation. A further purpose is to provide training and develop resources for providing AT evaluation and services. The Consortium partners will work with the Project Coordinator of the Technology Assistance Program of OSERS.

III. Term of the MOU

The term of the MOU shall be from February 1, 2001 to September 30, 2003, unless terminated earlier pursuant to the provisions of the MOU. Any party may terminate this Agreement as to that party upon sixty (60) days written notice. By such termination, no party may nullify obligations incurred prior to the effective date of such termination.

IV. Authority

The Consortium members all have a responsibility through funding or pursuant to (P.L. 105-17), Individuals with Disabilities Education Act (IDEA), Part C and B and the (P.L.93-112), Rehabilitation Act of 1973, as amended. The establishment of a Consortium is authorized under the Navajo Nation Trust Funds for Handicapped Services and authorized by OSERS and a grant award from the U.S. Department of Education, Outreach Projects for Infants, Toddlers, and Children With Disabilities, 84.324R, under the authority of PL 105-17 Individuals With Disabilities Education Act (IDEA), Research and Innovation to Improve Services and Results For Children With Disabilities.

V. Roles and Responsibilities

A. Navajo Nation will:

1. Provide copies of appropriate software (File Maker Pro and Check It Out) to the parties to this agreement who do not have it.
2. Assist with inventory of Assistive Technology (AT) supplies and equipment to parties to this agreement who need that assistance.
3. Coordinate with parties to this agreement regarding AT training needs and assist in providing training to staff, parents, and the general community.
4. Coordinate with the parties to this agreement on checking in and out AT supplies and equipment to be used by the children, students and families by management of a centralized AT Loan Bank system.
5. Establish uniform check out policies and procedures to be used by all parties to this agreement.
6. Assist with resource development for increasing the AT Loan bank such as seeking additional funds, equipment donations etc.
7. Provide quarterly reporting using the attached print out from the Check It Out system to assist in tracking items in the AT Loan Bank.
8. Attend quarterly meetings with the Consortia to discuss continued development of services to meet AT needs on the Navajo Nation.

A. WRUSD will:

1. Serve as a resource for Assistive Technology (AT) Loan Bank needs for school age children and students.
2. Assure that a protocol is available to consider AT needs during a student's MDT meeting and IEP development.
3. Utilize File Maker Pro and Check It Out provided by Navajo OSERS to inventory and track all AT equipment and supplies.
4. Share an inventory list of AT supplies and equipment to Consortium members and make available the supplies and equipment for check out by Consortium members.
5. Coordinate with Consortium members regarding AT training needs and assist in providing training to staff, parents, and the general community.

6. Coordinate Consortium members on checking in and out AT supplies and equipment to be used by the children, students and families by reporting link to central system used by Consortium members.
7. Establish uniform check out policies and procedures to be used by all Consortium members.
8. Assist with resource development for increasing the AT Loan bank such as seeking additional funds, equipment donations etc.
9. Provide quarterly reporting using the attached print out from the Check It Out system to assist in tracking equipment and devices in the AT Loan Bank.
10. Attend quarterly meetings with the Consortia to discuss continued development of services to meet AT needs on the Navajo Nation.

C. Project ASSIST will:

1. Serve as a resource to Consortium members on AT needs for children and adults with disabilities such as adults with significant disabilities who need independent living center services.
2. Utilize comparable software (File Maker Pro and Check It Out) that the Consortium members are using for purposes of managing an AT Loan Bank.
3. Provide a listing of up-to-date inventory to all Consortium members.
4. Coordinate with parties to this agreement regarding AT training needs and assist in providing training to staff, parents, and the general community.
5. Coordinate with the parties to this agreement on checking in and out AT supplies and equipment to be used by the adults, children, students and families.
6. Utilize uniform check-out policies and procedures to be used by all Consortium members.
7. Assist with resource development for enhancing and expanding the AT Loan bank such as seeking additional funds, equipment donations etc.
8. Provide quarterly reporting using the attached print out from the Check It Out system to assist in tracking equipment and devices in the AT Loan Bank.
9. Attend quarterly meetings with the Consortia to discuss continued development of services to meet AT needs on the Navajo Nation.

D. MORE will:

1. Serve as a resource to Consortium members for infants and toddlers with disabilities who have (children birth to five) Assistive Technology (AT) needs.
2. Utilize comparable software (File Maker Pro and Check It Out) that the other Consortium members are utilizing for purposes of managing an AT Loan Bank.
3. Provide a listing of up-to-date inventory to all Consortium members.
4. Coordinate with parties to this agreement regarding AT training needs and assist in providing training to staff, parents, and the general community.
5. Coordinate with the parties to this agreement on checking in and out AT supplies and equipment to be used by the children and families.
6. Utilize uniform check-out policies and procedures to be used by Consortium members.

7. Assist with resource development for enhancing and expanding the AT Loan bank e.g. seeking additional funds, equipment donations etc.
8. Provide quarterly reporting using the attached print out from the Check It Out system to assist in tracking equipment and devices in the AT Loan Bank.
9. Attend quarterly meetings with the Consortia to discuss continued development of AT needs on the Navajo Nation.

E. SMASE will:

1. Serve as a resource to Consortium members for students with significant disabilities regarding AT needs and services.
2. Utilize comparable software (File Maker Pro and Check It Out) that the other Consortium members are utilizing for purposes of managing an AT Loan Bank.
3. Provide a listing of up-to-date inventory to all Consortium members.
4. Coordinate with parties to this agreement regarding AT training needs and assist in providing training to staff, parents, and the general community.
5. Coordinate with the parties to this agreement on checking in and out AT supplies and equipment to be used by the children and families.
6. Utilize uniform check-out policies and procedures to be used by Consortium members.
7. Assist with resource development for enhancing and expanding the AT Loan bank e.g. seeking additional funds, equipment donations etc.
8. Provide quarterly reporting using the attached print out from the Check It Out system to assist in tracking equipment and devices in the AT Loan Bank.
9. Attend quarterly meetings with the Consortia to discuss continued development of AT needs on the Navajo Nation.

F. NMTAP/DVR will: (through September 30, 2002)

1. Assist with standardizing, installing and troubleshooting software (File Maker Pro and Check It Out) that the other parties to this agreement are utilizing for purposes of managing an Assistive Technology (AT) Loan Bank.
2. Provide a listing of up-to-date inventory to all parties to this agreement as reported by other parties to the agreement linking their AT Loan Bank to the central system.
3. Coordinate with Consortium members regarding AT training needs and assist in providing training to staff, parents, and the general community.
4. Coordinate with Consortium members on checking in and out AT supplies and equipment to be used by the adults, children, students and families.
5. Utilize uniform check-out policies and procedures to be used by all Consortium members.
6. Assist with resource development for enhancing and expanding the AT Loan bank, e.g., seeking additional funds, equipment donations etc.
7. Provide quarterly reporting to assist in tracking equipment in the AT Loan Bank.
8. Provide and assist Consortium members in developing resources for AT assessments and evaluations of children, students and adults with disabilities.

9. Develop parent resource material for schools and Consortium members to use in terms of Assistive Technology.
10. Attend quarterly meetings with the Consortium to discuss continued development of services to meet AT needs on the Navajo Nation.

VI. ABLE Loan Bank Additional Responsibilities

The following provides further clarification on responsibilities for the ABLE loan bank.

A. **Liability Insurance.** Each party is responsible for maintaining liability insurance as service providers. The borrower of equipment will be fully instructed in using the equipment loaned to them and will be asked to sign a "Loan Agreement" that will clearly indicate that they will be responsible for their own acts, errors and omissions.

B. **Loss, damage, and theft.** Each party will budget funds to be used to maintain equipment that is damaged by the borrower. Each party will be responsible for maintaining the equipment within their loan bank. The borrowers of equipment will be asked to sign a "Loan Agreement" that all equipment will be returned in operable condition. All parties will be responsible for returning equipment in good, operable condition.

C. **Grants and other funds.** This section is intended for Consortia members to support each party in seeking funding to increase the availability of assistive technology resources. Should one of the parties apply for grant funds or obtain an equipment donation, the party receiving the funds or equipment will oversee the funds or equipment according to their procedures.

D. **Loan duration and priority.** The parties will develop "Check Out Procedures" that are consistent across all Consortia members. Since the ABLE Loan bank is intended for evaluation purposes and temporary use by the borrower, a thirty (30) day duration will be established for loan of equipment. It will be the responsibility of each Consortia member to track all equipment loaned out and conduct frequent follow up on past due items. Each Consortia member will have priority to the equipment within their loan bank.

VII. Consortia Leadership

All parties to this serve as the leaders in providing AT resources on the Navajo Nation. The Navajo Nation ABLE (Assistive Bank of Loanable Equipment) Coordinator will be responsible for scheduling, conducting, and recording all Consortia meetings.

VIII. Consortia Meetings

A minimum of (4) Consortium meetings will be held annually in consultation with appropriate representatives of the Consortium. Notification of such meetings will be given at least ten days in advance. An agenda will be submitted to members for additions and comments. Special or emergency meetings may be called by the Navajo ABLE Coordinator.

IX. Contact Information

All parties to this agreement agree to designate a contact person for purposes of carrying out the duties and responsibilities of this agreement. The following individuals will be the contact people for the purposes of this agreement. Should these contact persons change, the parties agree to notify the Navajo ABLE Coordinator in writing within 30 days from the change.

Navajo OSERS (ABLE Coordinator)
Lavida Spencer
P.O. BOX 1420
Window Rock, AZ 86515
(520) 871-6338
lspencer@navajo.org

WRUSD
Kevin Reeves
P.O. BOX 559
Fort Defiance, AZ 87504
(520) 729-7552
kdreeves@wrusd8.k12.az.us

PROJECT Assist
Beth Pifer, Manager, Rehab Technology Services
P.O. BOX 4133
Tuba City, AZ 86045
(520) 283-6261
assist@tubacity.net

MORE
Cherie Masitti
P.O. BOX 1296
Gallup, NM 87305
(505) 722-4383
masitti@aol.com

NMTAP/DVR
Kathy McWhorter, ABLE Director
435 St. Michael's Drive, Building D
Santa Fe, NM 87505
(505) 954-8536 or 1-800-866-2253
kathym@state.nm.us

Pauline Boisselle
SMASE
P.O. BOX 100
St. Michaels, AZ 86511
(520) 871-4872

X. Dispute Resolution

The following dispute resolution will apply only to the NMDVR.

All disputes and controversies of every kind or nature between the parties to this Agreement as to the existence, construction, validity, interpretation or meaning, performance, non-performance, enforcement, operation, breach, continuance, or termination of this Agreement shall be submitted to arbitration pursuant to the procedures set forth herein.

A. Either party may demand such arbitration in writing, which demands shall include the name of the arbitrator appointed by the party demanding arbitration, together with a statement of the matter of controversy.
B. Within 20 days after such demand, the other party shall name its arbitrator, or in default of

such naming, such arbitrator shall be named by the American Arbitration Association, and the two arbitrators so selected shall name a third arbitrator within 20 days, or, in lieu of such agreement on a third arbitrator by the two arbitrators so appointed, a third arbitrator shall be appointed by the Federal District Court for the District of New Mexico. In the event said Court fails to appoint a third arbitrator within 30 days of the request thereof, the appointment shall be made by the American Arbitration Association.

C. The arbitration costs and expenses of each party shall be borne by that party. All arbitrators' fees and other expenses shall be borne equally by both parties.

D. The arbitration hearing shall be held at such time and place as designated by the arbitrators on at least 20 days written notice of the parties

E. An award rendered by a majority of the arbitrators appointed pursuant to this AGREEMENT shall be final and binding on all parties to the proceeding, and the parties hereto agree to be bound by such award.

F. As to any procedures regarding the conduct of the arbitration that are not specified either in this AGREEMENT or in another written agreement signed in advance of the hearing, the parties shall follow the Commercial Arbitration Rules of the American Arbitration

G. The parties stipulate that the arbitration provisions of this Agreement shall be a complete defense to any suite, action, or proceeding instituted in any federal, state, or tribal court or before any an administrative tribunal with respect to any controversy or dispute arising during the period of this Agreement and which is arbitrable as set forth in the Agreement..

H. The arbitration provision of this Agreement shall, with respect to such controversy or dispute, survive the termination or expiration of the Agreement.

I. Nothing continued in this Agreement shall be deemed to give the arbitrators any authority, power, or right to alter, change, amend, modify, add to, or subtract from any of the provision of this Agreement.

J. Failure by either party to arbitrate any dispute pursuant to the procedures set forth herein when a demand to do so has been made by the other party or failure by either party to comply with the arbitration award shall amount to materials breach of the Agreement and shall entitle the party who demanded arbitration to cease performance of any obligation set forth in this Agreement at the sole discretion of that party.

K. This Agreement is not subject to enforcement under the Uniform Arbitration Act, (NMSA 1978, Section 44-7-1 through 44-7-22).

XI. Amendments to Agreement

This Agreement shall not be altered, changed, or amended except by an instrument in writing executed by the parties hereto.

XII. No Wavier of Sovereign Immunity

Nothing contained herein shall be interpreted as constituting a waiver, express or implied, of the sovereign immunity of the Navajo Nation or of the State of New Mexico.

XIII. Other Provisions

Consortia members will not be liable for any actions, proceedings, claims, demands, costs, damages, attorney's fees, and other liabilities and expenses of any kind from any source which may arise out of this Agreement if caused by the tortious act of omission of the Navajo Office of Special Education and Rehabilitation Services, its officers, employees, and/of contractors.

XIV. Signatories

THE NAVAJO NATION

Kelsey A. Begay, President
THE NAVAJO NATION

3-22-01
Date

WINDOW ROCK UNIFIED SCHOOL DISTRICT

Theresa Galvan
President, Window Rock School Board

2/12/01
Date

McKINLEY OPPORTUNITIES AND RESOURCES ENTERPRISES, INC.

Ellen
Ellen Lacayo, Executive Director

2/21/01
Date

PROJECT ASSIST! to Independence

ElizaBeth Pifer
Elizabeth Pifer
Manager, Rehab Technology Services

2/26/01
Date

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NEW MEXICO DIVISION OF VOCATIONAL REHABILITATION

Terry P. Brigance, Director

3·6·01
Date

ST. MICHAEL'S ASSOCIATION FOR SPECIAL EDUCATION, INCORPORATED

Eugene Thompson, Executive Director

3/21/01
Date

Roles and Responsibilities

Once staff was hired, the roles and responsibilities of each are described here in a summary from 1999.

Navajo-ABLE Project
Roles and Responsibilities

Project Director - Kathy McWhorter

Reports to NMTAP Director (Alan Klaus)
Responsible for:
- supervision of staff, consultants, and project activities
- identification of agencies, resources, projects and service providers that support the initiatives of the project
- working with NMTAP staff to develop:
  - draft needs assessment
  - loan policies and procedures,
  - consultant contracts, and
  - cooperative agreements
- mailing training materials to each school participating in the Navajo-ABLE Cooperative Agreement program
- overseeing purchase of assistive technology devices by NMTAP ($6,798 for year one; $2,688 for year two; $1,638 for year three)
- monitoring project performance
- presenting project progress at Washington twice during three years of project
- overseeing program evaluation component
- working directly with school personnel and parents to provide onsite information about the Navajo-ABLE project and about assistive technology

Assistant Director, Navajo OSERS - Paula Seanez

Responsible for:
- identification of three (3) loan programs divided by ages:
  - a) children ages birth to three years
    two early childhood sites annually, one of which may be the Pediatric Rehabilitation Program, Sage Memorial Hospital, Ganado, Arizona
  - b) children ages 3 to 21 years - through school systems
  - c) youths ages 18 to 21 years - to assist with transition from secondary school to post-secondary institutions or to a work environment
- liaison activities with sites
- participation on Advisory Committee
- participation in program evaluation activities
- provision of assistance as needed throughout the program to ensure successful completion of objectives
- hiring and supervising Navajo AT Coordinator
- coordination of therapy services with the schools

Navajo-ABLE Project
Roles and Responsibilities

Navajo Nation Assistive Technology Coordinator - Lavida Spencer

Full time position
Employee of the Navajo Nation Work on Navajo lands
Responsible for:
  providing all contact work with school sites
  organization of the Navajo assistive technology loan bank
  procure and catalog new assistive technology devices and services
  monitor loans and track success of loaned equipment
  contact with consumers, parents, school personnel, project consultants
Assemble Advisory Board to provide ongoing planning assistance throughout three year period

NMTAP Staff

Will establish loan program with the Southwest Indian Polytechnic Institute (SIPI)
Work closely with all participating school sites, including:
  Navajo Head Start programs
  Public School systems
  BIA Schools
Will supervise and be accountable for all grant funds received for the project
Will conduct an annual audit of the grant as part of its normal, routine functions

Consultants, Therapists, and Contracted Services

Work with individual children with disabilities as needed to assist in identification and use of various assistive devices

Work with project staff to develop a system that will assist schools in identifying students for the project through reviews of existing and newly developed IEPs

Evaluation of the effectiveness and success of the loaned devices used by students, across multiple settings

Work with parents and provide training and information about assistive devices as a means to help children

Train Navajo parents to work as volunteers in the classroom to assist students receiving assistive devices through the ABLE program

Speech pathologist/communication specialist will assist in translating voice activated devices into

Navajo (when appropriate) to facilitate easy use and acceptance of these devices

Develop public awareness information, resources and publications (in Navajo language when appropriate)

Navajo-ABLE Project
Roles and Responsibilities

Joint Responsibilities - NMTAP staff, Navajo-ABLE Project Director, and representatives of Navajo Nation

Evaluate assistive technology needs at targeted schools by a review of student IEPs Evaluate knowledge of school personnel about assistive technology
Develop a loan bank through new acquisitions which addresses needs of students
Develop administrative policies, procedures and agreements between Navajo Nation and local schools
Train Navajo representatives about insurance and other revenue sources to help defray costs of equipment
Develop a system for providing only quality equipment through the loan program
Develop a system for loaning equipment to schools, including procedures for checking out equipment, shipping, mailing, or personally delivering devices to schools as requested
Develop an evaluation program in assessing devices used by individual students
Develop an evaluation program to assess the overall loan program
Work with school personnel in participating schools to update internal policies and procedures for:
  student assistive technology evaluations
  equipment purchases
  use of equipment in the home

Professional Services Contract

This document describes the scope of work for a contractor offering AT services.

Contract # 97- 0104

STATE OF NEW MEXICO
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL REHABILITATION
PROFESSIONAL SERVICES CONTRACT

THIS AGREEMENT made and entered into by and between the State of New Mexico, Division of Vocational Rehabilitation, hereinafter referred to as the "Agency" acting through Terry Brigance, Director, hereinafter referred to as the "Director", and Eastern New Mexico University (ENMU-Roswell), hereinafter referred to as the "Contractor." The Agency and the Contractor hereinafter referred to collectively as the "Parties".

IT IS MUTUALLY AGREED BETWEEN THE PARTIES:

SECTION ONE
SCOPE OF WORK

The contractor shall perform the following services for the Agency to New Mexico Technology Assistance Program, hereinafter referred to as "NMTAP" within the time frames of this contract and in accordance with the federal grant award (H224A00017, CFDA 84.224) made to the Agency by the U.S. Department of Education, National Institute on Disability and Rehabilitation Research. No changes in these deliverables may be made by the contractor without prior, written approval by the Agency:

The purpose of this agreement is to provide assistive technology (AT) program services in collaboration with EMU-R to improve access, provision, funding and timely acquisition and delivery of AT devices and services and increase outreach services to underrepresented populations and provide activities to increase the accessiblity of services to such populations, training representatives of such populations to become service providers and training staff of the consumer-responsive professionals in technology- related assistance to work with such populations.

The Contractor shall expand the ENMU-R assistive technology loan bank of adaptive devices and equipment in Eastern New Mexico to reach under-represented consumers and/or their parents, guardians to improve access, provision, funding and timely acquisition and delivery of AT devices and services to persons with disabilities, regardless of age, for home safety and access use purposes, in rural Chaves, Curry, Lea and Roosevelt Counties, including tribal communities. The Assistive Technology equipment will be located at ENMU- Roswell.

The Contractor shall purchase assistive and adaptive devices, as approved by the Agency for loan purposes to meet the disability needs of persons with disabilities, regardless of age, for home safety and access use purposes in rural areas of the four Counties identified in goal statement.

The Contractor shall provide written policies and procedures for the check-in/check-out process for equipment and maintenance for proper and safe use, and appropriate security measures for equipment and insurance coverage of computer related equipment purchased through the contract.

The Contractor shall hire a qualified part time employee or subcontractor, as approved by the agency who will supervise the loan program and implement the policies and procedures.

The Contractor shall provide equipment use demonstrations utilizing the Occupational Therapy Assistant student professional staff when appropriate, to persons borrowing the assistive and adaptive equipment.

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Photograph Release Form

This form should be reviewed and signed by anyone whose photograph is being taken for use in any written or digital publication.

New Mexico Technology Assistance Program • Division of Vocational Rehabilitation
435 St. Michael's Drive, Bldg. D • Santa Fe, NM 87505 • (800) 866-2253 • (505) 954-4392

AUTHORIZATION FOR PUBLICATION

New Mexico Technology Assistance Program
Photo Release Form

By my signature below, I am granting the New Mexico Technology Assistance Program permission to use my photograph (or the photograph of my guardian): ______________ ______________________________ *(print name here)* in their quarterly newsletter, The A.T. Life Reporter. I also understand that this newsletter will also be posted on their website.

______________________________ ______________
Signature (Guardian, please sign if appropriate) Date

New Mexico Technology Assistance Program
Article Release Form

By my signature below, I am granting the New Mexico Technology Assistance Program permission to use the attached article which includes my name (or the name of my guardian) ______________________________ *(print name here)* and information about me (or my guardian) in their quarterly newsletter, The A.T. Life Reporter. I understand that the article may be edited because of space limitations. I also understand that the newsletter will be posted on NMTAP's website.

______________________________ ______________
Signature (Guardian, please sign if appropriate) Date

I request the following special exclusions:

____

____

APPENDIX C

AT LOAN BANK SAMPLE DOCUMENTS

ABLE Internal Procedures

An example of the procedures used by the
New Mexico Technology Assistance Program's loan bank.

NEW MEXICO TECHNOLOGY ASSISTANCE PROGRAM (NMTAP)

THE ASSISTIVE BANK OF LOAN EQUIPMENT (ABLE)

NMTAP INTERNAL PROCEDURES

Program Objectives:

The Assistive Bank of Loan Equipment (ABLE) is coordinated by the DVR's NMTAP Management Analyst. The ABLE is designed to provides public school students and DVR consumers withABLE assistive equipment or devices loans on a short or long term basis for school, home or work as identified in the persons IEP/ITP or IWRP.

In order to participate in the ABLE Program, authorized school personnel, for example the School Superintendents, RCC Directors and/or Special Education Directors and in DVR's case, the Deputy Director for Rehabilitation Services will be required to sign the ABLE Agreement.

The ABLE Bank of Loan Equipment has numerous devices available such as Communication Boards, Computers with printers (Apple Macintosh and IBM Computers), switches, mounting devices and much more. (See attached listing of devices and equipment available through the Program.) *Note

The following procedures are used to accept equipment on donated technologies.

1. NMTAP's staff will test equipment to determine working condition and potential use for ABLE Loan Program.
2. A signed Donation Letter will be provided by NMTAP Director to Donor. In the case of Information Services (I.S.) transferred equipment, an inventory transfer agreement will be signed by I.S. Manager and NMTAP Director.
3. Equipment that is not suitable for the ABLE will be returned to owner.
4. Equipment that is no longer working or is outdated for Loan Bank use will be transferred to DVR Surplus.

*The NMTAP is developing a comprehensive Loan Booklet incorporating all NMTAP Loan Programs that are available throughout the State. The Loan Booklet should be ready sometime in the Fall of 97.

The following are the procedures used to request equipment or devices.

1. A call from the participating school's personnel, or the DVR Rehabilitation Counselor, Rehabilitation Technician or DVR consumer to the NMTAP's 1-800-number. An intake will be taken by the Information Specialist who will advise the persons requesting equipment or device if available or advice person when it will become available. (See attached intake information needed)

   Note: For DVR consumer computer requests the following information will be needed. What type of computer is needed and what software will be needed. It may be that NMTAP will not have software or computer required by the consumer.

2. A copy of the IEP/ITP or IWRP will be requested by the Information Specialist from school personnel or DVR Counselor. IEP/ITP or IWRP will specify 1.) what is needed, 2.) what purpose equipment will be used, for example school, work, or home, 3.) and also the loan time.

3. The Information Specialist will provide intake information to the Adaptive Equipment Specialist who will check to make sure equipment or device is working, clean devices and equipment and in the case of computers check the software.

   Note: NMTAP will store and maintain equipment, tag and inventory all items.

4. Loan Agreement Form will be provided by the Information Specialist to the person requesting equipment or device and will be signed by:

   Schools: The requesting school staff, and the NMTAP Director.

   DVR: The counselor, consumer and NMTAP Director.

5. Equipment may be picked up by the school, DVR personnel, or consumer. Other arrangements can be made with NMTAP such as mail outs.

Return/Check in Procedures

6. NMTAP will:

    1. Adaptive Equipment Specialist will inspect devices for damage or missing parts and check against original Loan Agreement for noted damages.
    2. Adaptive Equipment Specialist will write or stamp on the loan Agreement "Returned," the date returned and initial.

7. SCHOOLS OR DVR staff will provide:

    1. A short narrative to NMTAP Information Specialist on the utilization of the equipment or devices used. This information to go into the ABLE Loan Program utilization files.
    2. Return equipment to NMTAP in original condition.
    3. Insure and mail equipment to NMTAP.

Lending Library Rules and Policies

This was reviewed and signed by borrowers when checking out AT equipment from one of the Consortium Loan Banks.

NAVAJO NATION ASSISTIVE TECHNOLOGY PROJECT

Lending Library Rules and Policies

1. Materials and equipment will be maintained in working condition and will be kept clean.
2. Items will be returned on or before the date stated at time of check-out.
3. Damaged or broken materials and equipment will be reported to the Lending Library Coordinator.
4. Borrowers are responsible for ensuring that materials and equipment are well cared for and are kept in a safe, clean place. If materials are damaged, borrowing privileges may be revoked.
5. Adaptive equipment and devices will be fitted by a speech pathologist, physical therapist, occupational therapist, assistive technology specialist, or a rehabilitation engineer prior to check-out. Borrowers will demonstrate appropriate use before equipment leaves the facility.
6. If the equipment or materials are not returned at the end of the borrowing period, a representative of the Navajo-ABLE Project will be contacting you by phone or letter.
7. Sensitive equipment and devices will not be left in a vehicle for extended periods of time, and will not be left outside where they will be exposed to the elements.
8. If the borrower has questions about the use, operation, maintenance or transport of devices, the Lending Library Coordinator will be the first point of contact. Attempts to adapt or modify equipment may void the warranty and result in permanent damage.

I understand and accept responsibility for items checked out.

Signature ____________________ Date ____________________

Due Date ____________________

M.O.R.E. Assistive Technology Lending Library
P. O. Box 1296 - Gallup, NM 87301 - Phone (505) 722-4383 - Fax (505) 722-2191

Lending Library Tracking Form

A form used by a Consortium Loan Bank to track
AT equipment checked out for trial use.

NAVAJO NATION ASSISTIVE TECHNOLOGY PROJECT

Lending Library Tracking Form

Name of Parent/Therapist/Professional: ______________________________

Address: ______________________________

Home Phone: ______________ Work Phone: ______________ Fax: ______________

Consumer _____ Parent/Family Member _____ Provider/Professional _____ Advocate _____

Date	Date Due	Item Number	Item Description

Borrower's Agreement

An agreement that was reviewed and signed by persons borrowing AT equipment from one of the Consortium Loan Banks.

MCKINLEY OPPORTUNITY & RESOURCE ENTERPRISES, INC.
M.O.R.E. Assistive Technology Lending Library

Early Childhood Equipment

BORROWER'S AGREEMENT

Borrower's Information

Date: ____________
Name: ______________________________ **Consumer:** ______________________________
Address: ____
Home Phone: ____________________ **Work Phone:** ________________ **Fax:** ________________
____**Consumer** ____**Parent/Family Member** ____**Provider/Professional** ____**Advocate**

I agree to comply with the rules listed below when borrowing materials and/or equipment from the MORE Assistive Technology Lending Library.

RULES:

1) Materials and/or equipment will be maintained in a clean and workable condition.
2) Materials and/or equipment will be returned on or before the due date.
3) Damaged or defective materials and/or equipment will be reported.
4) Borrowers are expected to prevent materials and/or equipment from being broken or damaged. If materials are damaged, borrowing privileges may be revoked.
5) Adaptive equipment will be fitted by a Speech Pathologist, Physical Therapist, Occupational Therapist, or Rehabilitation Engineer. Borrowers will demonstrate appropriate use before equipment will be checked out.
6) If the materials or equipment are not returned at the end of the borrowing period, MORE staff will contact you by phone or letter.

I understand that this service is provided by the McKinley Opportunity & Resource Enterprises, Inc. in the interest of children and adults with special needs and their families. The library makes no express or implied warranties as to the fitness of materials or equipment. The items have been inspected carefully before being made available. The borrower is also expected to examine each item carefully before accepting delivery.

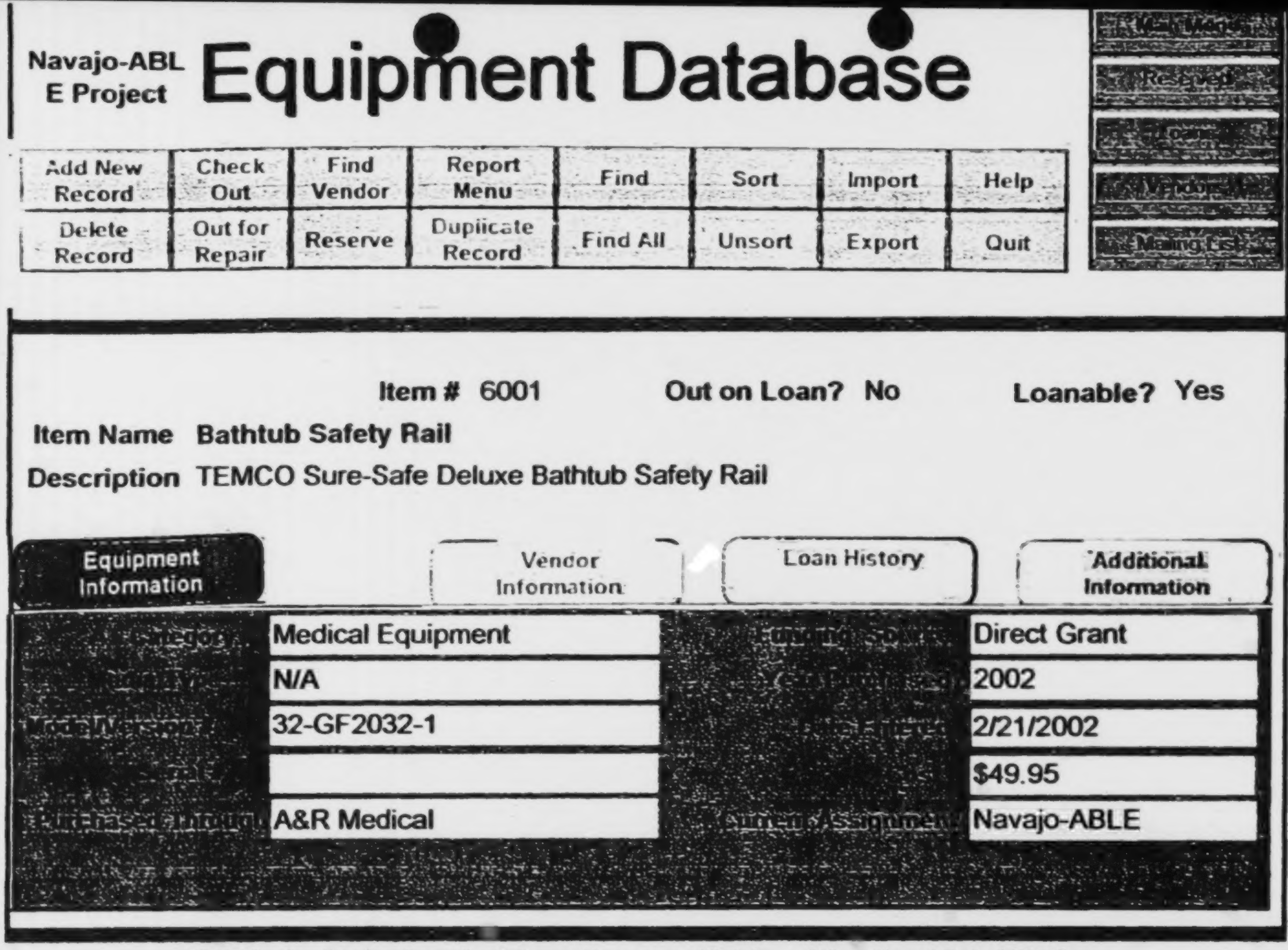
I state that I will not bring suit against the MORE Lending Library or permit anyone to sue on my behalf, for any damage or injury caused by the materials or equipment.

______________________________ ______________________________
Borrower's Signature or Thumb Print **Date**

______________________________ ______________________________
Staff Signature **Date**

Navajo-ABLE Database Form

A FileMaker Pro database form used by Consortium Loan Banks
to track the AT devices in inventory.


Navajo-ABLE Project
Equipment Database
Add New Record
Check Out
Find Vendor
Report Menu
Find
Sort
Import
Help
Delete Record
Out for Repair
Reserve
Duplicate Record
Find All
Unsort
Export
Quit
Reserved
Vendors
Mailing List
Equipment Information
Vendor Information
Loan History
Additional Information

Item # 6001 **Out on Loan?** No **Loanable?** Yes

Item Name Bathtub Safety Rail

Description TEMCO Sure-Safe Deluxe Bathtub Safety Rail

Category	Medical Equipment	Funding Source	Direct Grant
[illegible]	N/A	[illegible]	2002
Model/Version	32-GF2032-1	[illegible]	2/21/2002
[illegible]		[illegible]	$49.95
Purchased Through	A&R Medical	Current Assignment	Navajo-ABLE

New Mexico Technology Assistance Program • Division of Vocational Rehabilitation
435 St. Michael's Drive, Building D • Santa Fe, New Mexico 87505 • (800) 866-2253

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APPENDIX D

REPORTING ON PROJECT ACTIVITIES

Navajo-ABLE
Annual Performance Report

This performance report was submitted to OSERS in October of 1999 and provides detailed descriptions of the project's activities during its first year of funding.

Navajo ABLE Annual Performance Report

Submitted To:
Department of Education
Office of Special Education & Rehabilitative Services/GCST
Attention Joyce Toye
400 Maryland Avenue, S.W.
Room 3317 Switzer Building-CFDA No. 84324R
Washington, D.C. 20202

Submitted By
Alan Klaus, Director
Kathy McWhorter, Project Coordinator
ABLE (ASSISTIVE BANK OF LOAN EQUIPMENT)
REPLICATION PROGRAM FOR THE NAVAJO NATION
Division of Vocational Rehabilitation
435 St. Michael's Drive
Santa Fe, NM 87505

Cover Sheet

OBM NO 1880-0538
Exp. Date:10/31/99

U.S. Department of Education
GRANT PERFORMANCE REPORT

1 PR/Award No. (e.g., H185A200211-95)

H324R980779

See Block 4 on your last Notification of Grant Award

2. Recipient Name and Address

New Mexico State Department of Education
Division of Vocational Rehabilitation
435 St. Michael's Drive, Building D
Santa Fe, New Mexico 87505

Unless address has changed repeat from Block 1 on your last Notification of Grant Award.

3. Project Title

84.324R Research and Innovation
ABLE (Assistive Bank Of Loan Equipment) Replication
Program For The Navajo Nation

This should be identical to the title of the approved application.

4. Contact Person

Name	Andrew Winnegar
Title	Director
Telephone Number	(505) 954-8521 or 1-800-866-2253
Fax Number	(505) 954-8562
E-Mail Address	Awinnegar@state.nm.us

Provide the name and title of the project director or other individual who is most familiar with the content of the performance report. Also include telephone and fax numbers and E-Mail address.

5. Performance Reporting Period

October 1,1998 - June 15, 1999

This the time-frame for information requested in Parts III, IV and V on project status and supplementary information changes. (See instructions for details.)

6. Current Budget Period

Project Year 1

See Block 5 of your last Notification of Grant Award

Authorized Representative

Name: (Typed or printed) Terry Brigrance

Title Director, DVR

Signature Terry Brigance

Date 6.18.99

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III. Project Status

Outcomes per work plan for the first year of the project.

OBJECTIVE	TASK	OUTCOME
General Project Activity	1. Advertise, interview, hire Project Director (ABLE Coordinator).	A project director with extensive assistive technology experience and program management credentials has been hired as of June 14, 1999.
	2. Develop contract with Navajo OSERS to hire Navajo ABLE AT Specialist.	A signed Joint Powers Agreement between the state of New Mexico and the Navajo Nation is in place and provides the scaffolding for future activities of the Replication Program.
	3. Develop signed agreements with all consultants.	Consultants have been contacted, workscopes have been developed, and contracts have been signed. (Consultants include: Sheela Stuart, Ph.D., Speech Language Pathologist; Jan Galvin, Assistive Technology Consultant; and Janet Levine, Ph.D., Assistive Technology Specialist.) . Contract signature for Ela Yazzie-King, Project Evaluator, is pending.
	4. Establish Evaluation Team.	School site representative selection to take place within the month of July. Ela Yazzie-King will be lead person.
	5. Establish Advisory Council for Navajo ABLE project.	In process of contacting and assembling representation for council members
	6. Establish Navajo ABLE policies & procedures manuals for schools.	Awaiting hiring of personnel to complete; intent is to modify and adapt existing NMTAP policies for schools.
	7. Develop training programs for school personnel & parents on Central locals on Navajo lands use of AT Devices and Services technology; train 1 or 2 school employees at each site.	Not yet implemented; will initiate upon hiring of personnel.
	8. Establish policies for loaning A.T. devices and incorporation of assistive technology in IEP; device use in community and home will be addressed.	The present loan policies and procedures will be modified and customized for use with Navajo Nation personnel by the end of Year 1.
	9. Establish plan for maintaining A.T. devices.	Will begin with hiring of personnel. Present ABLE system will provide foundation.

GOAL 1:

Objective 1: To establish an ongoing fund – Navajo ABLE.	1. Work with Navajo personnel to identify funding sources for Navajo ABLE.	In progress – working with Navajo OSERS Director to determine what funds are presently available.
	2. Identify additional public funding sources that the Navajo Nation can access on an individual case basis to help pay for assistive devices.	Preliminary identification of Navajo-specific funding sources is underway.
	3. Provide services to eligible Navajo children with disabilities throughout duration of project.	Will begin when resources are available.
Objective 2: To establish working assistive equipment loan program compatible with Early Childhood Development Plans for children ages birth to 3 years in the Navajo Nation.	1. Inventory assistive and adapted toys and equipment available in the Navajo Nation for children with disabilities ages birth to 3 years.	Identification of existing early childhood devices and equipment within the Navajo Nation is in progress.
	2. Identify equipment needed for children with disabilities ages birth to 3 years outside of existing inventory and order as appropriate.	Prior to purchase, individual needs of children must be assessed or identified; will be initiated upon hiring of staff.
	3. Develop methodology to identify children with disabilities ages birth to 3 years on Navajo lands who may benefit from AT.	Awaiting hiring of staff.
	4. Identify children ages birth to 3 years to participate and begin working with children and parents.	To be initiated upon hiring of staff.
	5. Identify parents willing to volunteer at school site; train and place parents.	To be initiated upon hiring of staff.
	6. Evaluate placements of equipment.	To be initiated by evaluator after equipment is placed in schools.
Objective 3: To establish assistive technology loan program compatible with IEPs for Navajo children with disabilities ages 3 to 21 years in selected school sites in the Navajo Nation.	1. Inventory assistive equipment available on Navajo Nation for children with disabilities ages 3 to 21.	Identification of existing devices and equipment for children ages 3 to 21 years within the Navajo Nation is in progress.
	2. Identify list of equipment needed for children with disabilities ages 3 to 21 years outside of existing inventory and acquire/procure as appropriate.	Prior to purchase, individual needs must be assessed or identified; will be initiated upon hiring of staff.
	3. Identify contacts at selected school sites and provide training for school personnel; identify new schools years 2 and 3.	To be initiated by project coordinator and technology specialist after hiring. Training plan is under development for Year 1 sites.
	4. Work with school contacts and identify children with disabilities who may benefit from program services; obtain	To be initiated by project coordinator and technology specialist after hiring.

	parental permission.	
	5. Evaluate placements of equipment.	To be completed by evaluator(s) following equipment placement in schools through the program.
Objective 4: To develop assistive equipment loan program for post-secondary youth with disabilities ages18-21 years in the Navajo Nation	1. Inventory assistive equipment available in the Navajo Nation for individuals with disabilities ages 18 to 21.	Identification of existing devices and equipment for individuals ages 18 to 21 years within the Navajo Nation is in progress.
	2. Identify equipment needed for youth with disabilities ages18 to 21 years outside of existing inventory and order	Prior to purchase, individual needs must be assessed or identified; will be initiated upon hiring of staff.
	3. Identify contacts participating post-secondary sites and provide training	To be initiated by project coordinator and technology specialist after hiring.
	4. Work with school contacts and identify children with disabilities at sites to participate in program; obtain parental permission	To be initiated by project coordinator and technology specialist after hiring.
	5. Evaluate placements of equipment	To be initiated by evaluator after equipment is placed in schools.
Objective 5: To develop a customized tracking system for equipment inventory and matching, funding support, identification of services and assistive devices for Navajo children with disabilities.	1. Provide FIESTAS to Navajo personnel for use with Navajo ABLE program and train Navajo personnel.	Funding content specific to the Navajo people must be identified prior to usability of the FIESTAS program. There are extensive changes to be made, requiring reconsideration and re-evaluation of program intent..
	2. Record, update and maintain information from funding source research, inventories of existing equipment for various age groups, information from participating schools and customer satisfaction surveys, and lists of new equipment ordered for project, utilizing the FIESTAS system.	The FIESTAS system, as it is presently configured, does not function as a relational database and is a content-based program. To develop a detailed and efficient tracking capability, considerable expense and up-front planning is required. Project staff have begun to study these issues.
	3. Maintain system providing continuing input of information developed through Navajo ABLE	Staff are identifying desired information fields, program requirements, navigation and manipulability of a tracking system.

GOAL 2:

Objective 1: Develop public awareness information & materials about program & disseminate quarterly to state, regional and national audiences through mailings, PSA's and newsletters	1. Develop and maintain contact database and mailing information for professionals at: Head Start programs; Arizona, Utah and New Mexico schools; Bureau of Indian Affairs schools; Contract schools; parent support groups; protection and advocacy personnel; and other nonprofit providers for children and adults with disabilities	In progress by Navajo OSERS and will be continued by project staff and evaluator.
	2. Develop quarterly AT Life Reporter (newsletter); develop and distribute Navajo ABLE resource document listing all equipment and focusing on ABLE issues	Summer Issue of AT Life Reporter is in press; documents and resources are under revision by present staff.
	3. Develop speakers program and present speeches about project to meetings of school superintendents, fiscal and budgeting personnel, other related school and nonprofit administrators in target states.	In progress: joint activity with NMTAP Director and Navajo OSERS Director. Staff will work directly with personnel in Navajo Nation.
	4. Develop Radio Enhanced (paid) PSA's and distribute to 151 Public Radio Stations through National Native News, Alaska Public Radio, and other stations serving Navajo	Not yet addressed.
	5. Post Navajo ABLE referral phone number in community and school locations in targeted area	In progress joint activity with NMTAP Director and Navajo OSERS Director - publications and print resources are being reviewed for consideration.
Objective 2: Disseminate information on project through NMTAP and Navajo Internet web sites presentations at national, and regional meetings and conferences, publications.	1. Develop replication manual and program evaluation document	Will be implemented by staff after hiring and development.
	2. Design, develop and distribute print and electronic resources: manual and evaluation document.	Will be implemented by staff after hiring and training
	3. Add information about project to NMTAP and Navajo web sites	Will be implemented by staff after hiring and training
	4. Develop presentations about project and deliver at state, regional and national meetings	Will be implemented by staff after hiring and training
	5. Develop professional articles on project activities and outcomes and submit for publication to	Will be implemented by staff after hiring and training

professional journals	
6. Video-tape trainings by consultants and distribute for use by Special Education Coordinators and Navajo personnel	Will be implemented by staff after hiring and training

IV. Budget Information & Narrative

Personnel: $33,500.00

Project Director was hired June 14, 1999. The salary expenditures will be approximately 1/3 of the above Personnel total ($11,165). There is a cost savings of $22,334.

Fringe Benefits: $9,045.00

Project Director was hired June 14, 1999. The benefits expenditures will be approximately 1/3 of the above Personnel total ($3,012). There is a cost savings of $6,033.

Travel: $18,719

It is anticipated the Project Director will be using extensive in-state travel funds from July through September 1999. One round-trip in miles is anticipated to be 600 miles (Santa Fe/Window Rock) @ .25 per mile or $150. Per diem is anticipated to be 4 days per round trip @ $65 per day or $260. Six trips are anticipated at $1,860.

Travel cost savings is anticipated to be $16,859.

Equipment: $0.00

NMTAP/DVR has matched $5,300 in funding two laptop computers for student use.

Supplies: $6,798

There has been no funding expended toward ABLE loan devices under $5,000. Identification of appropriate technology cannot be determined until a needs assessment process is initiated with contracts. We request to carry over this amount into the next fiscal year.

Contractual: $61,456

Joint Powers Agreement

NMTAP/DVR established a Joint Powers Agreement with the Navajo Nation as of May 1999 for a Navajo ABLE Assistive Technologist, speech/language pathologist, occupational and physical therapists, office and device storage. A total of $43,812 was appropriated in the Agreement at an indirect cost rate of 18%.

Professional Service Contracts

The Galvin Group (Jan Galvin): $8,700 was funded in a contract with the Galvin Group for public awareness and training, written guidelines for needs assessments, on-site technical assistance and training.

Sheela Stuart: $6,930 was funded for development and onsite training regarding training and written guidelines for ongoing assistive technology evaluations in early intervention and special education.

Assistive Technology Logistics and Services (Janet Levine, Ph.D.): $4,120 was funded for onsite technical assistance, follow-up services and therapy-based evaluations and training in early intervention and special education programs.

Ela Yazzie-King (anticipated approval as of July 1, 1999): $16,495 was funded for development of a written formative evaluation plan, establishment and supervision of evaluation team, travel coordination with team, and data collection/analysis of Navajo ABLE program.

In the original grant, travel expenses for consultants were not included in the professional services contracts. Therefore, the original contractual budget category is exceeded by $2,106. The total expenditures ($18,601) exceed the initial anticipated budget ($61,456) due to cost savings within personnel, fringe benefits and travel. We need approval for these expenditures.

Other: $13,675

Considerations for additional funding due to cost savings are anticipated for telecommunications costs, printing, public service announcements and printing and postage.

V. SUPPLEMENTAL INFORMATION/CHANGES

The project as specified in the proposal and as described in the work plan will be continued and it is expected that the first year goals and objectives will be completed on schedule. It is estimated that the project will be completed within the three year time line and can continued to funded through both federal and in kind contributions during the time frames.

U.S. Department of Education
Budget Information
Non-Construction Programs

OMB Control No 1075-0102

Expiration Date: 3/31/99

Name of Institution/Organization
Division of Vocational Rehabilitation, New Mexico State Department of Education

Applicants requesting funding for only olne year should complete the column undre "Project Year 1." Applicants requestion funding for multiple year grants should complete all appliable columns. Please read all instructions before completing form.

Section A- Budget Summary
U.S. Department of Education Funds

H224A00017-95 84.224A

	Budget Categories	Project Year 1 (a) 98/99	Project Year 2 (b) 99/2000	Project Year 3 (c) 2000/01	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1	Personnel	$ 33,500.00	$ 34,505.00	$ 36,204.00			$ 104,209.00
2	Fringe Benefits	9,045.00	9,317.00	9,776.00			$ 28,138.00
3	Travel	18,719.00	18,737.00	18,825.00			$ 56,281.00
4	Equipment		4,000.00				$ 4,000.00
5	Supplies	6,798.00	2,688.00	1,638.00			$ 11,124.00
6	Contractual	61,456.00	61,456.00	61,456.00			$ 184,368.00
7	Construction						$ -
8	Other	13,675.00	12,286.00	14,745.00			$ 40,706.00
9	Total Direct Cost (Numbers 1-8)	$ 143,193.00	$ 142,989.00	$ 142,644.00	$ -	$ -	$ 428,826.00
10	Indirect Cost	6,807.00	7,011.00	7,356.00			$ 21,174.00
11	Training Stipends						$ -
12	Total Costs (Numbers 9-11)	$ 150,000.00	$ 150,000.00	$ 150,000.00	$ -	$ -	$ 450,000.00

ED. FORM NO. 524

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Navajo-ABLE Brochure

Developed for distribution to persons interested in learning more about the project.

NMTAP Newsletter

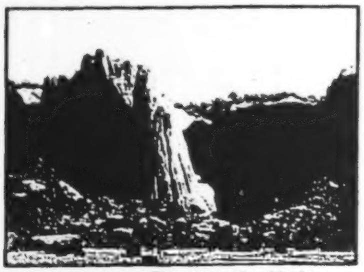
A quarterly publication of the New Mexico Technology Assistance Program that includes an article on Navajo-ABLE.

Winter 2002

Volume XI, Issue 1

A.T. Life Reporter

(A Newsletter about Assistive Technology for People with Disabilities)



A View from The Navajo Nation Northwest of Window Rock, Arizona

"Thank You, NMTAP Staff"

We wanted to share with our readers a letter we recently received

My name is Anna Santomauro and I have a handicapped son named Jonathon Gonzales. I recently requested help to have tie-downs installed in my van. On December 6th, the request was approved and the tie-downs were in place.

I would like to thank everyone at NMTAP for this gift. Jonathon has gotten so big lately that transporting him was becoming an issue and now my family and I can get around a lot easier. I don't know how I have gotten along without these tie-downs for so long.

Again, thank you for everything that was done for us,

Anna Santomauro

Rez-Tech 2002

AT Conference For Native American Students Their Families & Educators

Fort Defiance, Arizona

April 4 & 5, 2002

Mark your calendar now for Rez-Tech 2002, a two-day conference in Fort Defiance, Arizona which will feature the latest in Assistive Technology for Native American students with disabilities. The conference is sponsored by the Navajo-ABLE Consortium in collaboration with members from its loan device network on the Navajo Nation including: Window Rock Unified School District #8, Navajo Nation Coordinating Unit, St. Michael's Association for Special Education, MORE, and Project ASSIST.

A must for families, teachers, therapists, school administrators, agency personnel and anyone else who works with Native American students with disabilities, the conference will feature on Thursday, April 4, nationally known speaker Caroline Musselwhite, Ph.D., who will be talking about how to engineer the classroom for students with disabilities, access opportunities for students with severe disabilities, and augmentative communication (AAC) strategies. Dr. Musselwhite is an advocate and specialist in integrating severely disabled students into mainstream classrooms. She is the author of numerous textbooks and how-to books, as well as software titles for students with disabilities. She is known for her creative approach to serving children with special needs and her workshops are always informative and entertaining. Visit Dr. Musselwhite's website at *www.aacintervention.com* which contains a wealth of information and tips on augmentative communication.

On Friday, April 5, 2002, there will be concurrent sessions on the progress in the field of assistive technology in New Mexico and Arizona with local speakers bringing you the latest news on what's happening in the Southwest. A hands-on computer lab will be available throughout the workshop with specialists on-site demonstrating AT devices, equipment, and software.

The early registration fee is $30 and $50 for those registering at the conference. Stipends may be available to eligible participants. Continuing Education Unit credits have been applied for. For more information or to register, please contact Marilynn Freeland, the AT Coordinator for Navajo-ABLE at (928) 871-7865 or by e-mail at mfreeland@Navajo.org.

“Replicating a Model AT Device Loan Program”

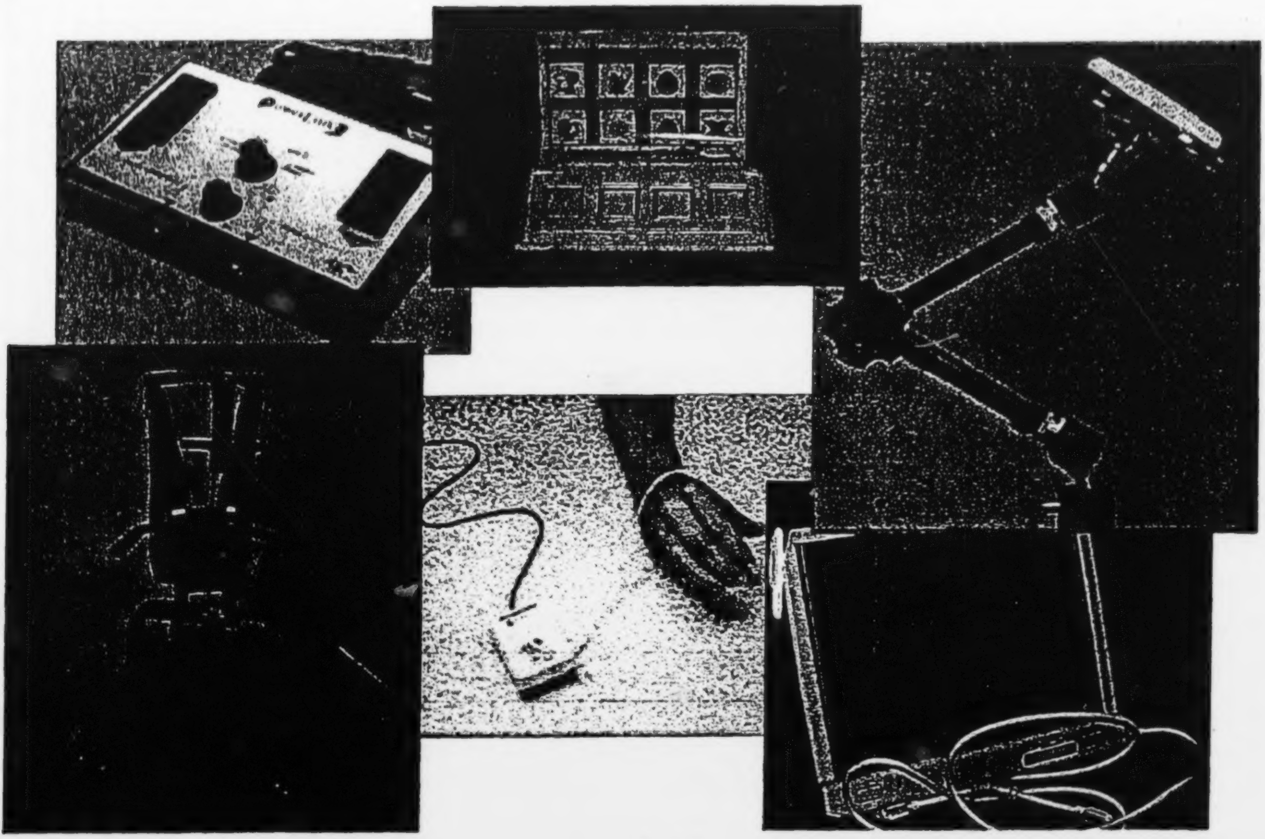
A PowerPoint presentation that outlines the steps to replicating a loan bank program.

REPLICATING A MODEL A.T. DEVICE LOAN PROGRAM

A Presentation for the
Fourth Annual Rocky Mountain Collaborative Conference
Aurora, Colorado - November 11, 2000

◆◆◆◆◆

Presented by:
Alan Klaus, Program Director
Caroll Cadena, Information & Referral Specialist
New Mexico Technology Assistance Program (NMTAP)
Division of Vocational Rehabilitation (DVR)
Department of Education
State of New Mexico



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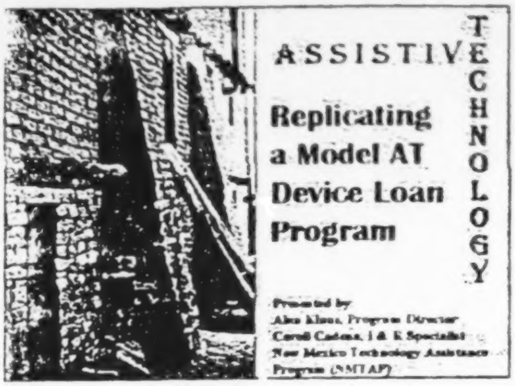
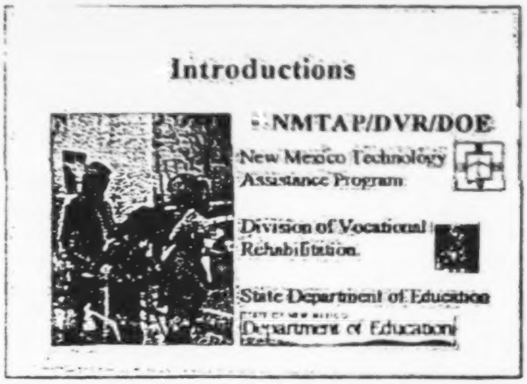


ASSISTIVE TECHNOLOGY

Replicating a Model AT Device Loan Program

Presented by
Alan Klaas, Program Director
Carol Cadena, I & R Specialist
New Mexico Technology Assistance Program (NMTAP)



Introductions

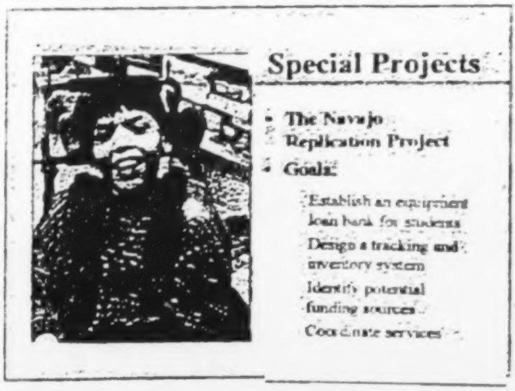
- NMTAP/DVR/DOE

New Mexico Technology Assistance Program

Division of Vocational Rehabilitation

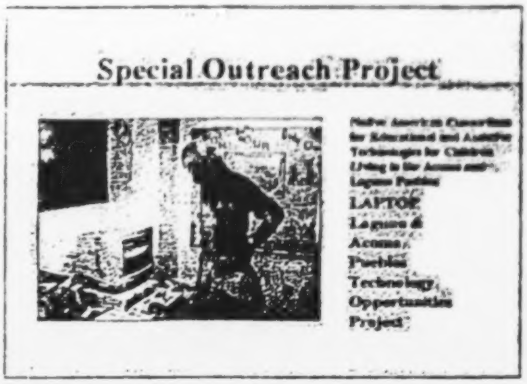
State Department of Education

Department of Education



Special Projects

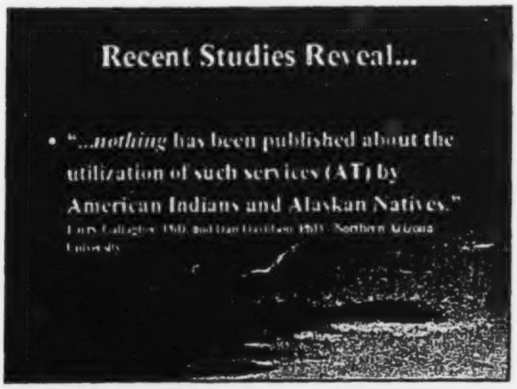
- The Navajo Replication Project
- Goals:
  - Establish an equipment loan bank for students
  - Design a tracking and inventory system
  - Identify potential funding sources
  - Coordinate services



Special Outreach Project

Native American Consortium for Educational and Assistive Technologies for Children Living in the Acoma and Laguna Pueblos

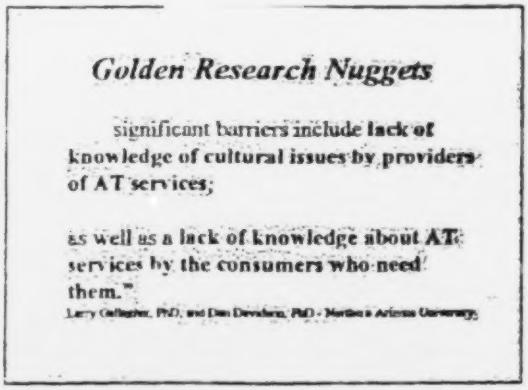
LAPTOP
Laguna & Acoma Pueblos Technology Opportunities Project



Recent Studies Reveal...

- "...*nothing* has been published about the utilization of such services (AT) by American Indians and Alaskan Natives."

Larry Gallagher, PhD, and Dan Davidson, PhD - Northern Arizona University



Golden Research Nuggets

significant barriers include **lack of knowledge of cultural issues by providers of AT services;**

as well as a lack of knowledge about AT services by the consumers who need them."

Larry Gallagher, PhD, and Dan Davidson, PhD - Northern Arizona University

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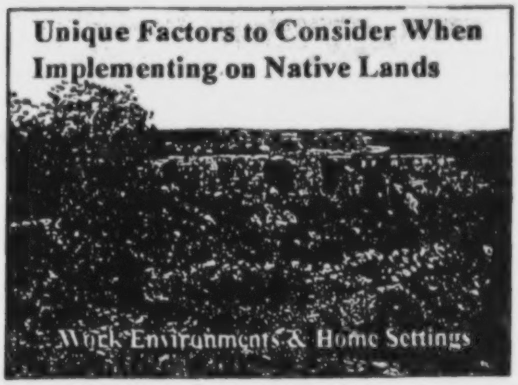
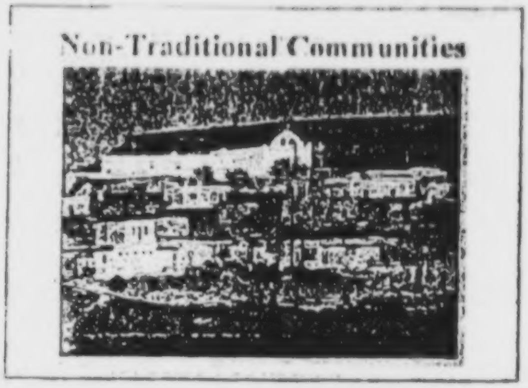
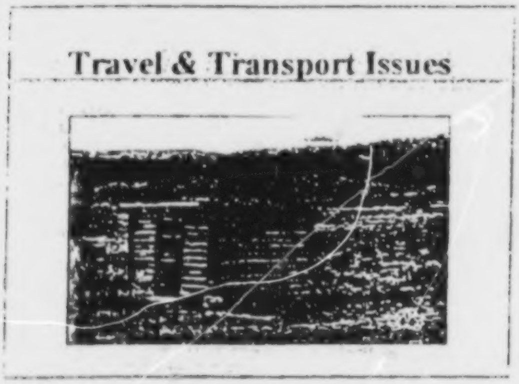


Unique Factors to Consider When Implementing on Native Lands

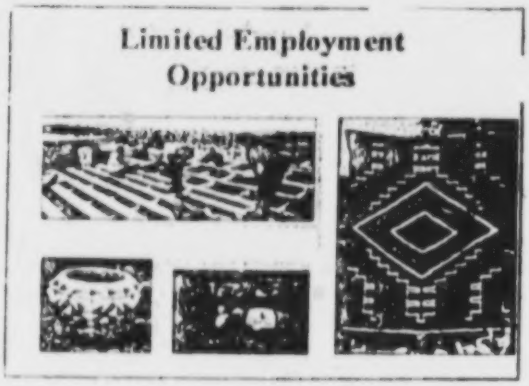
Work Environments & Home Settings



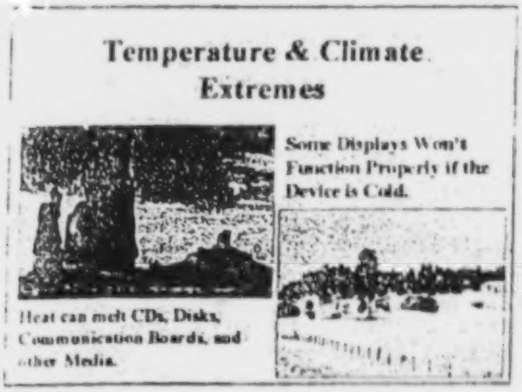
Non-Traditional Communities



Travel & Transport Issues



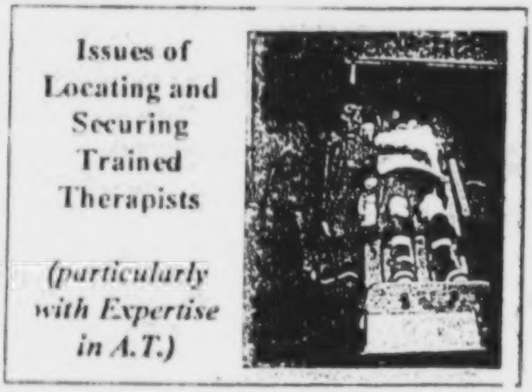
Limited Employment Opportunities



Temperature & Climate Extremes

Some Displays Won't Function Properly if the Device is Cold.

Heat can melt CDs, Disks, Communication Boards, and other Media.



Issues of Locating and Securing Trained Therapists

(particularly with Expertise in A.T.)

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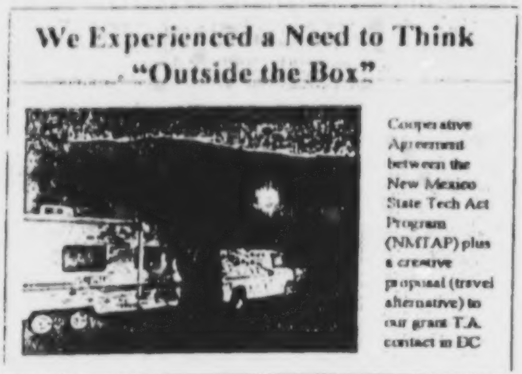
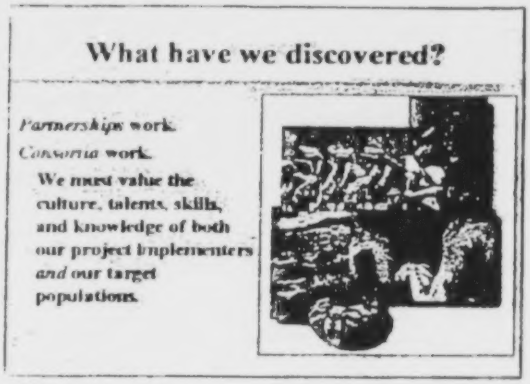
Issues of Access to Training in Assistive Technology Applications

Follow-through on Promises Made by Agencies and Administration



We Experienced a Need to Think "Outside the Box"

Cooperative Agreement between the New Mexico State Tech Act Program (NMTAP) plus a creative proposal (travel alternative) to our grant T.A. contact in DC

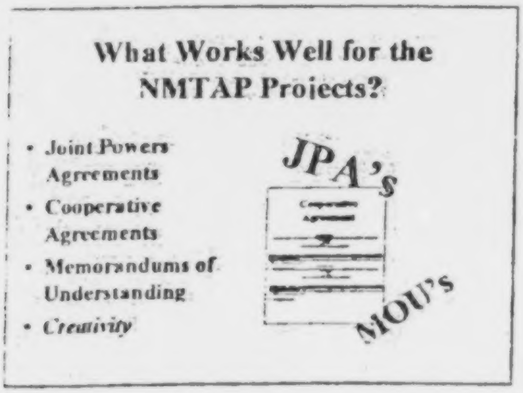


What have we discovered?

Partnerships work.

Consortia work.

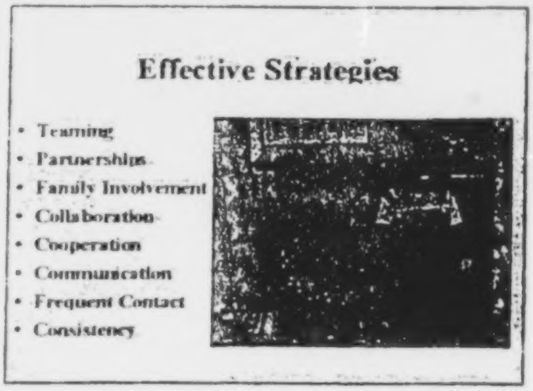
We must value the culture, talents, skills, and knowledge of both our project implementers *and* our target populations.



What Works Well for the NMTAP Projects?

- Joint Powers Agreements
- Cooperative Agreements
- Memorandums of Understanding
- *Creativity*

JPA's
Cooperative Agreement
MOU'S



Effective Strategies

- Teaming
- Partnerships
- Family Involvement
- Collaboration
- Cooperation
- Communication
- Frequent Contact
- Consistency

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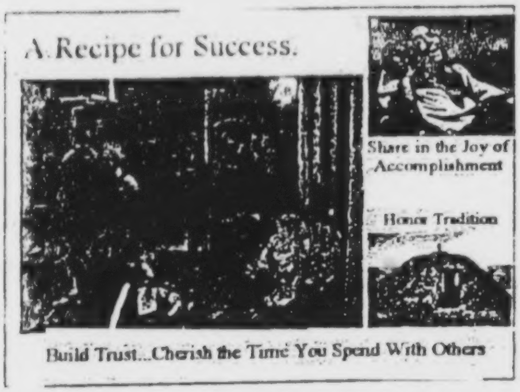
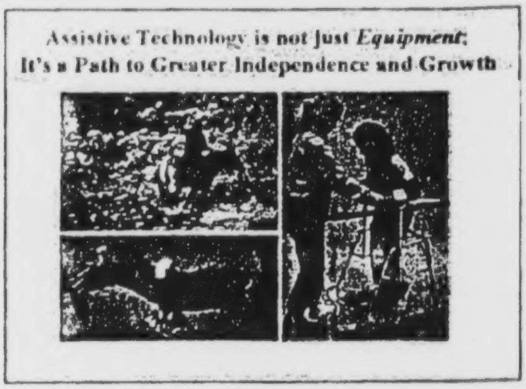


A Recipe for Success.

Share in the Joy of Accomplishment

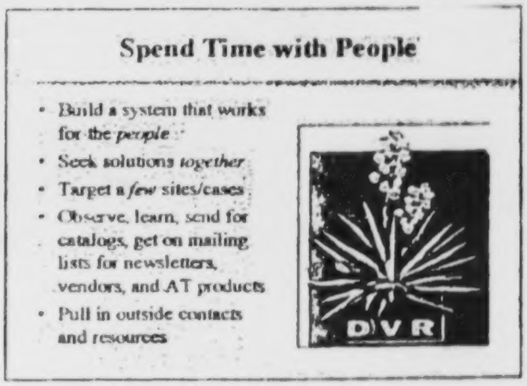
Honor Tradition

Build Trust...Cherish the Time You Spend With Others



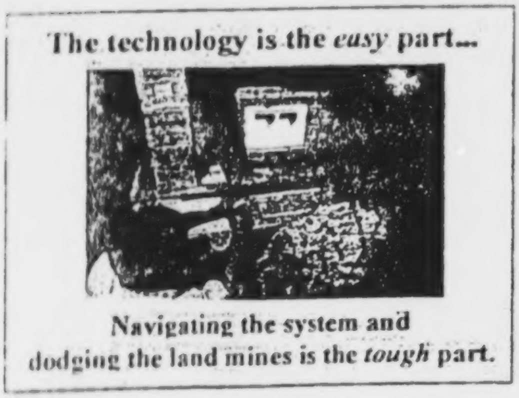
Assistive Technology is not Just *Equipment*:
It's a Path to Greater Independence and Growth

Seek Creative "Housing" Options



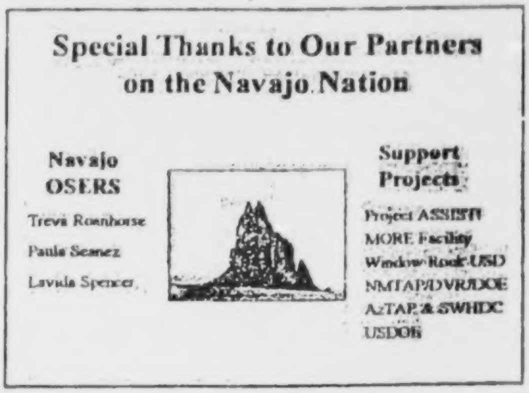
Spend Time with People

- Build a system that works for the *people*
- Seek solutions *together*
- Target a *few* sites/cases
- Observe, learn, send for catalogs, get on mailing lists for newsletters, vendors, and AT products
- Pull in outside contacts and resources



The technology is the *easy* part...

Navigating the system and dodging the land mines is the *tough* part.



Special Thanks to Our Partners on the Navajo Nation

Navajo OSERS
Treva Roanhorse
Paula Seanez
Lavida Spencer

Support Projects
Project ASSIST!
MORE Facility
Window Rock USD
NMTAP/DVR/DOE
AzTAP & SWHDC
USDOE

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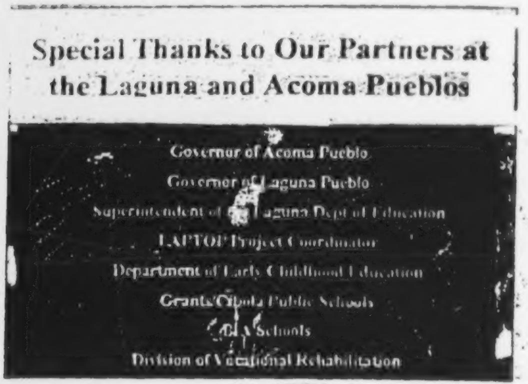

Special Thanks to Our Partners at the Laguna and Acoma Pueblos

Governor of Acoma Pueblo
Governor of Laguna Pueblo
Superintendent of the Laguna Dept of Education
LAPTOP Project Coordinator
Department of Early Childhood Education
Grants/Cibola Public Schools
BIA Schools
Division of Vocational Rehabilitation

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